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ABSTRACT

The curriculum guide was designed to teach prevocational and independent living skills to students with a wide range of handicapping conditions. The SSSQ (Street Survival Skills Questionnaire) curriculum presents information on objectives, materials, suggested performance criteria, teacher strategies, and specific students activities for the following topics (sample subtopics in parentheses): basic concepts, colors, up/down, right/left); functional signs (red light/green light, streetcrossing sign, hospital sign); tools (identification and use of common hand tools); domestic management (storage of frozen and refrigerated food, toilet cleaning, laundry); health, first aid and safety (toothbrushing, fingernail clippers, well balanced diets); public services (bus riding, libraries, personal checks); time (clock time, calendar time); money (coin identification, money equivalence); and measurements (room temperature, seasonal clothing). (CL)

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CURRICULUM GUIDES

for SSSQ

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EC 170 463

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INTRODUCTION

Use Of The Curriculum

The SSSQ Curriculum Guide (SSSQ/CG) is designed to be used by classroom teachers or rehabilitation trainers who have the responsibility of instructing prevocational and independent living skills. Implementation of the curriculum training program follows administration of the Street Survival Skills Questionnaire (SSSQ) (Linkenhoker and McCarron, 1980) Curriculum activities should be organized according to the individual's identified deficit areas presented on the master planning chart of the SSSQ.

The curriculum guide was developed to provide ideas about procedures and activities for teaching skills evaluated by each item on the SSSQ. It is a systematic method for the instructor to use as a guide for presenting information to developmentally disabled individuals in an understandable and effective manner. The strategies and activities suggested should be viewed as basic, fundamental methods for teaching the specific items. Additions to and variations from the suggestions of the guide are contingent upon the instructor's perception of the cognitive and sensorimotor skills of the individual as well as any environmental factors encountered. Therefore, the person's capabilities or disabilities may require the instructor to make necessary changes in the way the guide is used.

In addition to teaching the specific test items, the curriculum is designed to enhance related cognitive and sensorimotor abilities and skills. For example, on item 3-13, identification and use of a hammer are the specific objectives. Subsequent related skills enhanced by the curriculum strategies and activities on this item include discrimination of size, type of hammer, and size of material; focused attention and direction-following; muscle strength; bi-manual dexterity skills; visual-motor intergration; and visual-spatial analysis. It should be noted that while some items require only cognitive abilities, others require both cognitive as well as sensorimotor skills.

The first administration of the SSSQ yields initial information about performance levels of the individual. This administration is considered to be a pretest providing baseline data about functional skills needed to prepare an individualized program plan. Then, for a designated time period, the SSSQ Curriculum Guide provides the basis for this program. Suggested performance criteria for competency on each curriculum item are provided within the guide. After a designated time period, usually four to nine months, subsequent administration of the SSSQ will yield information about the effectiveness of the training procedures. At the same time, this "post test" information can provide additional data for future individualized program planning.

Future considerations for use of the SSSQ/CG include development of specific training which corresponds with particular neuropsychological and adaptive behavior profiles. Individualized strengths and weaknesses in information processing and functional skills are identified by the McCarron-Dial Work Evaluation System. These corresponding factors are: (1) Verbal-Cognitive Skills, (2) Sensory Skills, (3) Motor Abilities, (4) Emotional Factors, and (5) Integration-Coping Skills. By utilizing information from the SSSQ profile and considering its relationship with the MDES evaluation factors, a comprehensive view of the individual can be determined to develop an appropriate educational/rehabilitation program and to serve as a guide in formulating individual strategies of training.

Development of the SSSQ Curriculum Guide followed a multidisciplinary approach. Utilizing the expertise of individuals with backgrounds that include research, education, rehabilitation, psychology, and years of experience with mentally and physically handicapped individuals, a unique and comprehensive curriculum guide for this population has been achieved.

Of major concern to rehabilitation and education practitioners is a need to relate evaluation procedures and results to a structured training program. The evaluation/training procedure is designed to consider individual physical and mental disabling conditions.

Description of SSSQ Areas

1. *Basic Concepts*
The Basic Concepts section evaluates skills essential for an individual to follow everyday instructions and handle daily environmental decisions effectively. These skills include matching, which entails color identification and hue discrimination; directionality, such as up and down, left and right; and comparative-spatial relationships which are concepts such as half, smaller, or middle.

2. *Functional Signs*
The Functional Signs section evaluates a person's abilities to translate symbolic and written environmental signs into meaningful information. This section is divided into two parts. The first portion, symbolic signs, includes symbols for communication such as no smoking and where to locate a telephone. The second part contains reading signs such as a "no trespassing" sign and where to find the cashier in a large store.

3. *Tools*
The Tools area yields information about an individual's knowledge of identification and use of specific tools. As this is a fundamental skill area necessary for prevocational and vocational functioning, there are four sections to this area: Tool identification determines one's ability to identify certain tools. Tool use evaluates ability to determine which tool is used to perform a specific job. Pairs of tools provide information concerning the individual's knowledge about combinations of tools and how they are used. Finally, Metal tools indicates knowledge of the use of specific tools used to work with metal.

4. *Domestic Management*
Domestic Management items assess the individual's experience and familiarity with materials, implements and operations in independent living situations. The first section of items evaluates the individual's knowledge of preparation and storage of food. The second assesses abilities to determine clothing sizes. The third part identifies familiarity and use of household cleaning agents, and the final portion of items provides information about knowledge and correct operation of an automatic washer and dryer.

5. *Health, First Aid and Safety*
This section is divided into the three portions identified in the title. The Health items evaluate a person's abilities to know and to follow good health practices such as use of soap to bathe and changing one's socks daily. The First Aid part assesses information about proper first aid procedures and simple medical information. These items include how to treat a burn as well as the ability to read a prescription. The Safety items provide information about the ability to distinguish between safe and unsafe conditions such as wearing a light-colored shirt outside at night and ensuring that hair spray is kept away from a fire.

6. *Public Services*
This particular area assess the individual's capacity to identify and to use public services available in the community. The three sections of Public Services include recognition of resources, knowledge of transactions involving a paycheck, and use of the telephone. Recognition of resources includes items such as identification of a public bus and what items can be

found in a post office or library. The paycheck items include identification of a paycheck and the proper way to write out a personal check. Telephone items include knowing whom to contact for assistance and looking up phone numbers in the directory.

7. *Time*

The items in the Time section are designed to determine the individual's ability to tell time and to understand time information as it relates to his functioning in the community. Clock time items assess knowledge of a clock face and how the hands show the time. The digital time items help evaluate the person's abilities to tell time by use of digital numbers only. The third portion provides data about conceptualization of elapsed time for time activities. The last part assesses knowledge of calendar time.

8. *Money*

Skills that relate to money are assessed by this series of items. The first eight items require the individual to identify various coins and currency. The next section of items evaluates the individual's ability to formulate equivalence of coin and currency amounts. The last portion of items assesses knowledge of monetary value and the ability to make monetary transactions.

9. *Measurements*

The three sections of items in this area are designed to determine the individual's abilities to understand and to use temperature measurement, liquid-volume measurement, and linear measurement. The temperature portion includes items that require knowledge of appropriate temperatures for such things as food storage in a refrigerator and comfortable temperature in a room. Liquid volume items evaluate an understanding of units of measurements such as one-half cup, one-third cup, and one full cup. The last portion, linear measurement, requires use of a ruler to measure units such as one-half inch and three-fourths inch as well as making comparisons of length and the use of that information to make environmental decisions.

Organization of Curriculum Guides

The format for the Curriculum Guides includes:

I. Objective:

This first section of the guide is a statement of a specific objective indicating the concept or skill to be taught. For example:

Objective: Student will learn to identify colors.

II. Materials:

This step in the curriculum format specifies the materials needed so that the instructor may prepare the materials prior to training. For example:

Materials:

colored pieces of paper	box of crayons
colored pegs	magazines
colored beads	10 boxes

III. Suggested Performance Criteria:

The recommended performance criteria specify when the objective has been learned. It signifies to the instructor that the individual has satisfactorily mastered the concept or skills designated. For example:

Suggested Performance Criteria: Student will identify colors when requested to discriminate between objects in terms of colors 5 out of 5 times on 5 consecutive days. (The suggested performance criteria may vary when a continuous demonstration of performance is not feasible. For example, the use of a can opener may be demonstrated once a day for 5 days.)

IV. Teacher Strategies

The teacher strategy is intended to provide a listing of sequential steps necessary to complete the objectives. The strategy usually includes an introduction to the concept or skill, instruction demonstration, student imitation of the activity, repetition of variety of activities to reinforce and help generalize learning, and a review of the specific SSSQ item objective. A review of safety rules, when applicable, has also been included in the teacher strategy. However, the strategies may vary according to the type of objective taught.

V. Specific Student Activities

This step provides additional activities that may be used to complement the teacher strategies. The intended purpose is to strengthen internalization and to facilitate long-term retention of the skill. These activities tend to be more creative and help generalize learning concepts needed for independent living. For example:

Specific Student Activities:	Place a series of objects or pictures on the table in a vertical line. Have student designate (name) top and bottom item. Have student draw pictures illustrating top and bottom.

Section 3, Tools, has an additional step entitled "Cognitive and Sensorimotor Process Strategy Training." The intent is to provide an identification of the foremost cognitive and sensorimotor processes required to perform the task. This section is particularly useful for handicapped individuals whose cognitive and sensorimotor functioning are insufficient to perform the task without accommodation or specific remediation training.

If a disabling condition inhibits learning the objective by using the recommended teacher strategy, the identification and accommodation for deficient neuropsychological processes result in alternative instructional procedures. Therefore, the SSSQ item objective, i.e. "Use of the Hand Saw" is supplemented by an objective to develop direction following skills, muscle strength and eye-hand coordination. The materials and teacher strategies are modified to teach cognitive and sensorimotor processes essential to accomplish the task. For example, an individual strength would benefit from the attentive instructional procedures.

LITERATURE REVIEW

Development of educational programs or curriculum in a specific area such as prevocational skills is a difficult, time-consuming endeavor for which most teachers are not trained. The following literature review discusses curriculum materials and curriculum guides available for training programs. The curriculum usually includes material that is academic, social, vocational, communicative, motor, and personal in nature (Smith, et. al., 1978). While the curriculum can be designed or developed based on identified deficits, most curricula are not contingent upon an evaluation component.

It is important for the curriculum to reflect the social environment that the handicapped will be living in and relating to. "An optimal curriculum is probably best built on the learner, society, and knowledge as sources, with fine tuning for individualized settings and pupil characteristics" (Smith, et. al., 1978). Since handicapped individuals have diverse and often multiple disabling conditions, the curriculum should be designed to accommodate unique developmental traits.

The content of the majority of curricula reviewed covered specific subject areas such as domestic management, health, first aid, safety, public services, time, money, measurement, basic concepts, functional signs, and tools. These curricula might be appropriate for developing specific skills in handicapped persons. Sequencing of the curriculum materials at appropriate levels of difficulty, with modifications or accommodations for different handicapping conditions, would facilitate training programs. The development of the training program is the responsibility of the classroom teacher.

A nationwide survey conducted by NARC found curriculum guides to be lacking in certain specific areas. These results clearly indicated that a great majority of the guides were developed for use with mildly and moderately retarded students. This poses a definite problem for those severely and profoundly retarded persons who have recently been included in expanded public school services. Another major finding was that even though the guides appeared similar in content, a vast majority of the guides did not reflect a current trend written in behavioral terms. They also lacked any clear definition in terms of learning theory (Payne, et. al., 1977).

As stated in the *NARC Policy Statements on the Education of Mentally Retarded Children* (1971):

> Curricula for mentally retarded students should be designed with the intention of providing an individualized educational experience for all retarded persons. A test of curricular adequacy for any level of retardation is that the educational plan should allow students to: (1) increase the complexity of their behavior; (2) increase personal control over their environment; and (3) attain behavioral characteristics which are culturally designated as normal. Classroom activities and teaching materials should be relevant to the chronological or social age of the child. Curricula should be geared toward the practical aspects of daily living and effective integration into the community. Obviously, an early emphasis upon vocational skill is essential. Curricula should also stress the effective use of leisure time via generic community recreational and social outlets. (p. 3)

Content of curriculum has primarily been based upon subjective assumptions of curriculum writers about the skills needed for independent living (Adams, 1977). According to Kokaska (1968) and Brolin (1976), a high percentage of handicapped persons are not adequately prepared for independent living. By investigating and determining specific skills needed for independent living and by sequentially organizing a curriculum including those skills, a handicapped person could achieve skills needed to prepare for adult living (Adams, 1977).

Another problem in the use of these specific curriculum materials for programming is that they lack an assessment of an individual's progress in training. As a result, evaluation of the individual's progress is left up to the teacher.

Another problem with most curricula reviewed is the specificity of the group of handicapped for whom they are designed. The *Training Procedure Manual: Basic Skills for the Mentally Retarded* was developed for the profoundly retarded and would be difficult to adapt to the higher functioning mentally retarded or handicapped. Other curricula were developed for the orthopedically handicapped and the EMR individual and would be equally difficult to adapt for other handicapping conditions.

In reviewing the literature through ERIC, *Exceptional Child*, and *Special Education* abstracts pertaining to total curricula for prevocational programs for the handicapped, the following were extensively reviewed:

Training Procedure Manual: Basic Skills for the Mentally Retarded

This curriculum, developed by Judy Deerman at the Beaumont State Center for Human Development for the Basic Skills Program in 1972, was developed to assist parents, teachers, and lay staff in training the mentally retarded. Included in the curriculum guide are checklists to determine strengths and weaknesses of the child, basic objectives for training self-help skills, and suggested activities to further the child's development (Deerman, 1972).

It is noted that the *Training Procedure Manual* lacks comprehensiveness in its objectives as it covers only a specific group of self-help skills. The guide is to be used to develop programs for severely and profoundly retarded children and would be difficult to adapt to various levels and types of handicapped persons.

Project Fundamental Industrial Training (FIT)

Project FIT was developed by Elaine Adams in 1977. This program is a curriculum guide for establishing a vocational training system. Included in Project FIT are evaluations and questionnaires to aid the teacher or trainer in developing an appropriate individual vocational program. These are examples of curricula and a student evaluation handbook.

This program is specific for vocational training and job placement of high school EMR students. This curriculum would be difficult to adapt to the needs of the lower functioning handicapped persons.

Vocational Training for Mentally Retarded Adults--A Behavior Analytic Approach

The Vocational Training for Mentally Retarded Adults was designed by Frank R. Rusch in 1980. These are program forms developed to aid the trainer or teacher in designing a behavioral vocational training program. The text accompanies the forms and gives descriptions and uses of the program forms.

The goals and objectives for individual training are determined by members of a placement committee and are then plugged into the program using the appropriate forms. The behaviors covered in this program are not comprehensive. They cover specific behaviors of vocational training that could be incorporated in a global pre-vocational and vocational program for mentally retarded persons. Appropriate goals and objectives are subjectively determined for each individual based on the judgment of the placement committee.

Independent Living Behavior Checklist

This checklist and curriculum were developed by Richard T. Walls, Thomas Zane, and John E. Thvedt (1969). The program contains a checklist covering mobility skills, self-care skills, home maintenance and safety skills, food skills, social and communication skills, and functional academic skills. The items on the checklist are determined by a rater's judgment of whether the person being assessed "can" or "cannot" accomplish a given skill (Walls, Zane, &

Thvedt, 1979). For each of the items on the checklist, written goals and objectives with condition of the objective, behavior involved in accomplishing the objective, and the standard for accomplishment are in a manual and can be used by the teacher with no additional program development.

CADETS Curriculum Guide

CADETS was developed by the State of Delaware as a project of ESEA Title III. CADETS is designed for the orthopedically handicapped infant 10 to 16 months of age. This curriculum guide includes a profile that is completed by a rater's observation of the infant, giving an overview to aid in program planning (CADETS, 1975).

The contents of CADETS is very specific and would be difficult to adapt to other handicapped children.

Exceptional Teaching: A Mulitmedia Training Package

The Multimedia Training Package was designed by O. R. White and Norris G. Haring and was developed to assist educators with program planning for mentally retarded individuals. Included are steps in the process of teaching: goal setting, objective setting and sequencing, analyzing the results of assessment, developing a plan, implementing the plan, collecting progress information, charting progress, and changing the plan (White and Haring, 1976). There are no assessments, scales, checklists, or curriculum in this package.

A Data Based Classroom for the Moderately and Severely Handicapped

This curriculum model was developed for moderately and severely handicapped young children. The curriculum includes sequenced materials and task analysis for the learned behavior. It has no upper or lower limits (Fredericks, et. al., 1975).

A Data Based Classroom was developed by input from more than 200 teachers of moderately and severely handicapped children. Pretesting, using the terminal objectives as the assessment tool, determines placement in this curriculum. Post-testing to determine progress is done in the same manner. The tester's judgment is required to determine accomplishment or lack of accomplishment of a terminal goal. This curriculum is not comprehensive and would need additional curriculum materials to meet the needs of a pre-vocational program.

Of the above reviewed curricula, *The Independent Living Behavior Checklist* included a checklist to evaluate an individual's weaknesses and needs in six different areas, giving a more comprehensive assessment of an individual. This curriculum is the only one found in this review that could be implemented by the teacher without additional curriculum materials.

One problem with this curriculum, as with the other curricula, is the subjectivity of the checklist used to assess the skills of the handicapped person. An individual who is unable to accomplish a skill, i.e., handwashing, is not further assessed to determine underlying causes. The individual could have a tactile discrimination deficit unable to distinguish water temperature and therefore remediation procedures are required. The checklists only determine "can" or "cannot" information about behaviors.

While the aforementional curricula reviewed may serve as guides to the development of training programs, the actual teaching strategy remains to be developed by the educators or trainers.

The curriculum entitled *Activities of Daily Living Curriculum for Handicapped Adults* was developed by Magic Valley Rehabilitation services, Inc.; it has been designed to provide relevant skills for independent living and for preparation of the individual for employment. This curriculum includes basic skill areas such as money handling, measurement, time telling, reading, cooking, shopping, personal identification, telephone use, knowledge, care of clothing, housecleaning, personal grooming and transportation skills. The curriculum can be taught by individuals with little or no training. There is no assessment procedure included in this curriculum program to indicate current functioning skills of the handicapped individual. However, this curriculum could be implemented by the trainer without additional materials or program development.

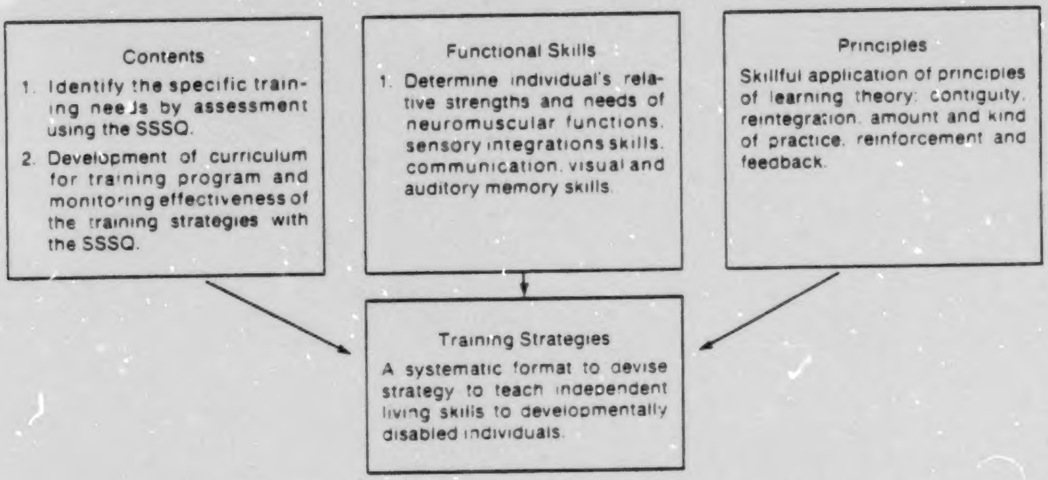
SUMMARY

The SSSQ was specifically designed for use with wide-range handicapping conditions. The training strategies can be accommmodated to meet the needs of multiply handicapped adolescents and adults. The procedures recommended are designed to be readily available for use with new teachers and can be easily implemented into existing programs.

The assessment format allows for an objective determination of the individual's baseline knowledge of independent living skills and allows a standardized method for monitoring the individual's learning progress. The curriculum guides provide a reasonably comprehensive program for training skills essential for community living and mobility. The SSSQ has an important interpretive use in determining the appropriate initial program placement of a developmentally disabled person. However, program placement is accomplished by a careful review of medical, social and educational information as well as a review of the test data and environmental support factors.

An appropriate training program for community living skills would include three essential components 1) curriculum content, 2) detailed assessment of the individual's functional skills and 3) the application of learning principles. The interaction of these three components results in effective training strategies for handicapped persons. The following diagram depicts the model for the strategies recommended in the SSSQ curriculum guides.

The model for strategic training of independent living skills for the developmentally disabled has three major components: Content, Functional skills and Learning Principles.



Contents

1. Identify the specific training needs by assessment using the SSSQ.
2. Development of curriculum for training program and monitoring effectiveness of the training strategies with the SSSQ.

Functional Skills

1. Determine individual's relative strengths and needs of neuromuscular functions, sensory integrations skills, communication, visual and auditory memory skills.

Principles

Skillful application of principles of learning theory: contiguity, reintegration, amount and kind of practice, reinforcement and feedback.

Training Strategies

A systematic format to devise strategy to teach independent living skills to developmentally disabled individuals.

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1. Basic Concepts

ITEM 1-1

MATCH AND NAME PRIMARY COLORS

Objective: Student will learn to identify colors.

Materials:

Items in room
Colored pieces of paper
Colored pegs
Colored beads
Box of crayons
Sears catalog or magazines
Scraps of paper, material
10 Boxes
Objects of different colors

Suggested Performance Criteria: Student will identify colors when requested and discriminate between objects in terms of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Introduce one color at a time and let the emphasis for the day be on that color. For example, wear *yellow* clothes, sit in a *yellow* chair. Identify the color.
2. Hold up a piece of colored paper and direct anyone who is wearing something of that color to stand and identify the color.
3. Hold up a color card and direct student to find something in the room the same color and identify the color.
4. Give student a bag of colored pegs for pegboard. Have him sort them into piles of one color and identify the color.
5. Give student a bag of colored beads. Have him string beads of only one color and identify the color.
6. Give student eight pieces of colored construction paper (red, yellow, blue, orange, green, purple, brown, black). Hold up one piece (or a card on which paper has been mounted). Ask student to hold up the same color. Identify the color.
7. Using a box of crayons let the student match the colors with a set of colored blocks, pieces of scrap paper or cloth.
8. Give the student an old Sears catalog or magazine. Have him tear or cut items of a particular color, putting all pictures of that color into a sack or envelope.
9. Collect odd pieces of ribbon, scraps of cloth, etc. and place in a box. Let the student put all designated color items in a designated color box until he matches all colors.
10. Have the student match colors using different objects on paper. Match colored towels, toys, cars, pictures from magazines, etc.
11. Match different colors on 12 different color pattern cards.

Specific Student Activities:

Student will discriminate between objects in terms of colors.
Play a game matching colors. (*Playtime 6001*)
    Color Train game *Ed-1908 Playtime*
    Colored Rope Lotto *M322.5 Playtime*
    Match-ups *PS 7001 Playtime*
    Color Bingo
    Cross the Brook *1D7619 Ideal*
    Color Dominoes

ITEM 1-2

MATCH AND NAME PRIMARY COLORS

Objective: Student will learn to identify colors.

Materials:

Items in room
Colored pieces of paper
Colored pegs
Colored beads
Box of crayons
Sears catalog or magazines
Scraps of paper, material
10 Boxes
Objects of different colors

Suggested Performance Criteria: Student will identify colors when requested and discriminate between objects in terms of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Introduce one color at a time and let the emphasis for the day be on that color. For example, wear *yellow* clothes, sit in a *yellow* chair. Identify the color.
2. Hold up a piece of colored paper and direct anyone who is wearing something of that color to stand and identify the color.
3. Hold up a color card and direct student to find something in the room the same color and identify the color.
4. Give student a bag of colored pegs for pegboard. Have him sort them into piles of one color and identify the color.
5. Give student a bag of colored beads. Have him string beads of only one color and identify the color.
6. Give student eight pieces of colored construction paper (red, yellow, blue, orange, green, purple, brown, black). Hold up one piece (or a card on which paper has been mounted). Ask student to hold up the same color. Identify the color.
7. Using a box of crayons let the student match the colors with a set of colored blocks, pieces of scrap paper or cloth.
8. Give the student an old Sears catalog or magazine. Have him tear or cut items of a particular color, putting all pictures of that color into a sack or envelope.
9. Collect odd pieces of ribbon, scraps of cloth, etc. and place in a box. Let the student put all designated color items in a designated color box until he matches all colors.
10. Have the student match colors using different objects on paper. Match colored towels, toys, cars, pictures from magazines, etc.
11. Match different colors on 12 different color pattern cards.

Specific Student Activities:

Student will discriminate between objects in terms of colors.
Play a game matching colors. (*Playtime 6001*)
    Color Train game *Ed-1908 Playtime*
    Colored Rope Lotto *M322.5 Playtime*
    Match-ups *PS 7001 Playtime*
    Color Bingo
    Cross the Brook *1D7619 Ideal*
    Color Dominoes

ITEM 1-3

MATCH AND NAME PRIMARY COLORS

Objective: Student will learn to identify colors.

Materials:

Items in room
Colored pieces of paper
Colored pegs
Colored beads
Box of crayons
Sears catalog or magazines
Scraps of paper, material
10 Boxes
Objects of different colors

Suggested Performance Criteria: Student will identify colors when requested and discriminate between objects in terms of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Introduce one color at a time and let the emphasis for the day be on that color. For example, wear *yellow* clothes, sit in a *yellow* chair. Identify the color.
2. Hold up a piece of colored paper and direct anyone who is wearing something of that color to stand and identify the color.
3. Hold up a color card and direct student to find something in the room the same color and identify the color.
4. Give student a bag of colored pegs for pegboard. Have him sort them into piles of one color and identify the color.
5. Give student a bag of colored beads. Have him string beads of only one color and identify the color.
6. Give student eight pieces of colored construction paper (red, yellow, blue, orange, green, purple, brown, black). Hold up one piece (or a card on which paper has been mounted). Ask student to hold up the same color. Identify the color.
7. Using a box of crayons let the student match the colors with a set of colored blocks, pieces of scrap paper or cloth.
8. Give the student an old Sears catalog or magazine. Have him tear or cut items of a particular color, putting all pictures of that color into a sack or envelope.
9. Collect odd pieces of ribbon, scraps of cloth, etc. and place in a box. Let the student put all designated color items in a designated color box until he matches all colors.
10. Have the student match colors using different objects on paper. Match colored towels, toys, cars, pictures from magazines, etc.
11. Match different colors on 12 different color pattern cards.

Specific Student Activities:

Student will discriminate between objects in terms of colors.
Play a game matching colors. (*Playtime 6001*)
    Color Train game *Ed-1908 Playtime*
    Colored Rope Lotto *M322.5 Playtime*
    Match-ups *PS 7001 Playtime*
    Color Bingo
    Cross the Brook *1D7619 Ideal*
    Color Dominoes

ITEM 1-4

MATCH AND NAME PRIMARY COLORS

Objective: Student will learn to identify colors.

Materials:

Items in room
Colored pieces of paper
Colored pegs
Colored beads
Box of crayons
Sears catalog or magazines
Scraps of paper, material
10 Boxes
Objects of different colors

Suggested Performance Criteria: Student will identify colors when requested and discriminate between objects in terms of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Introduce one color at a time and let the emphasis for the day be on that color. For example, wear *yellow* clothes, sit in a *yellow* chair. Identify the color.
2. Hold up a piece of colored paper and direct anyone who is wearing something of that color to stand and identify the color.
3. Hold up a color card and direct student to find something in the room the same color and identify the color.
4. Give student a bag of colored pegs for pegboard. Have him sort them into piles of one color and identify the color.
5. Give student a bag of colored beads. Have him string beads of only one color and identify the color.
6. Give student eight pieces of colored construction paper (red, yellow, blue, orange, green, purple, brown, black). Hold up one piece (or a card on which paper has been mounted). Ask student to hold up the same color. Identify the color.
7. Using a box of crayons let the student match the colors with a set of colored blocks, pieces of scrap paper or cloth.
8. Give the student an old Sears catalog or magazine. Have him tear or cut items of a particular color, putting all pictures of that color into a sack or envelope.
9. Collect odd pieces of ribbon, scraps of cloth, etc. and place in a box. Let the student put all designated color items in a designated color box until he matches all colors.
10. Have the student match colors using different objects on paper. Match colored towels, toys, cars, pictures from magazines, etc.
11. Match different colors on 12 different color pattern cards.

Specific Student Activities:

Student will discriminate between objects in terms of colors.
Play a game matching colors. (*Playtime 6001*)
  Color Train game *Ed-1908 Playtime*
  Colored Rope Lotto *M322.5 Playtime*
  Match-ups *PS 7001 Playtime*
  Color Bingo
  Cross the Brook *1D7619 Ideal*
  Color Dominoes

ITEM 1-5

MATCH DIFFERENT SHADES OF COLORS

Objective: Student will learn to discriminate shades of colors.

Materials:

Tempera paint
Crayons & paper
Paper plates
Clothes pins
4 squares of different shades of blue, red, yellow, black, green

Suggested Performance Criteria: Student will match shades of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Make 2 sets of squares of 4 different blues. Give the student a set to match to teacher's set. Repeat with other colors-red, yellow, black, green, one set at a time.
2. Give the student a set of blues and reds (squares-10 different hues). *Ideal LCH 5000X*. Have the student match the 2 sets to teacher's sets
3. Have the student sort tiles into sorting box by matching colors to guidestrips.
4. Show the student how to produce shades of color using crayons. Have the student press hard for a dark color and light for a faint color. Then have him identify the shades of color. i.e. "This color is blue; this color is light blue."
5. The student will discriminate between various shades of colors by matching as a review of the original SSSQ item.

Specific Student Activities: The student will make different shades of colors by mixing tempera paint.

ITEM 1-6

MATCH DIFFERENT SHADES OF COLORS

Objective: Student will learn to discriminate shades of colors.

Materials:

Tempera paint	Paper plates	4 squares of different shades of blue, red,
Crayons & paper	Clothes pins	yellow, black, green

Suggested Performance Criteria: Student will match shades of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Make 2 sets of squares of 4 different blues. Give the student a set to match to teacher's set. Repeat with other colors-red, yellow, black, green, one set at a time.
2. Give the student a set of blues and reds (squares-10 different hues). *Ideal LCH 5000X*. Have the student match the 2 sets to teacher's sets.
3. Have the student sort tiles into sorting box by matching colors to guidestrips.
4. Show the student how to produce shades of color using crayons. Have the student press hard for a dark color and light for a faint color. Then have him identify the shades of color. i.e. "This color is blue; this color is light blue."
5. The student will discriminate between various shades of colors by matching as a review of the original SSSQ item.

Specific Student Activities: The student will make different shades of colors by mixing tempera paint.

ITEM 1-7

MATCH DIFFERENT SHADES OF COLORS

Objective: Student will learn to discriminate shades of colors.

Materials:

Tempera paint
Crayons & paper
Paper plates
Clothes pins
4 squares of different shades of blue, red, yellow, black, green

Suggested Performance Criteria: Student will match shades of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Make 2 sets of squares of 4 different blues. Give the student a set to match to teacher's set. Repeat with other colors-red, yellow, black, green, one set at a time.
2. Give the student a set of blues and reds (squares-10 different hues). *Ideal LCH 5000X*. Have the student match the 2 sets to teacher's sets.
3. Have the student sort tiles into sorting box by matching colors to guidestrips.
4. Show the student how to produce shades of color using crayons. Have the student press hard for a dark color and light for a faint color. Then have him identify the shades of color. i.e. "This color is blue; this color is light blue."
5. The student will discriminate between various shades of colors by matching as a review of the original SSSQ item.

Specific Student Activities: The student will make different shades of colors by mixing tempera paint.

ITEM 1-8

MATCH DIFFERENT SHADES OF COLORS

Objective: Student will learn to discriminate shades of colors.

Materials:

Tempera paint
Crayons & paper
Paper plates
Clothes pins
4 squares of different shades of blue, red, yellow, black, green

Suggested Performance Criteria: Student will match shades of colors 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Make 2 sets of squares of 4 different blues. Give the student a set to match to teacher's set. Repeat with other colors-red, yellow, black, green, one set at a time.
2. Give the student a set of blues and reds (squares-10 different hues). *Ideal LCH 5000X*. Have the student match the 2 sets to teacher's sets.
3. Have the student sort tiles into sorting box by matching colors to guidestrips.
4. Show the student how to produce shades of color using crayons. Have the student press hard for a dark color and light for a faint color. Then have him identify the shades of color. i.e. "This color is blue; this color is light blue."
5. The student will discriminate between various shades of colors by matching as a review of the original SSSQ item.

Specific Student Activities: The student will make different shades of colors by mixing tempera paint.

ITEM 1-9

UP/DOWN

Objective: Student will learn concepts of up and down.

Materials:

Objects in room
Balloons, balls
Pictures of up/down
Large pieces of paper to trace around body
Colors/paper
Items for obstacle course

Suggested Performance Criteria: Student will be able to demonstrate knowledge of up/down concept when requested by the teacher 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Show the student a picture of up/down. (i.e. hand pointing up and down).
2. Have student point and show where *up* is, then *down*.
3. Choose objects in the room and ask student to tell whether they are up/down (ceiling lights, floor, feet, rug, roof).
4. Take a walk outside. Ask student to identify things that are up (moon, sun, birds, airplanes, trees). Then ask for things that are down (grass, feet, dirt, hole).
5. Have student participate in activity such as directions as "put your hands and arms up, now down." "Go up and down stairs."
6. Inflate a balloon with air. Direct balloon up and then down. Have student identify *up* and *down*.
7. Find pictures in magazines to show *up* and *down*.
8. Draw a full-size outline of student by tracing around him on a large piece of butcher paper. Ask student to draw a line from toes *up* to the head. Then draw a line from head *down* to the feet.
9. Have student make a picture showing both *up* and *down* (a car going up and down a hill; roller coaster, elevator, escalator, steps, ladder, etc.)
10. Color pictures on a handout of balloons that are *up*, grass is *down*, etc.
11. Review original SSSQ item.

Specific Student Activities:

Perform up/down tasks or games such as "Simon Says."
Take a field trip to a park with seesaws and swings. Have student experience the up and down movement.
Move through an obstacle course to practice concept of up/down as teacher gives commands such as stand up, sit down, walk up the stairs, walk down, etc.
Ask the student to pretend he is a clown. Give him a rubber ball or balloon and have him juggle them up and down or bounce them to music.

ITEM 1-10

UP/DOWN

Objective: Student will learn concepts of up and down.

Materials:

Objects in room
Balloons, balls
Pictures of up/down
Large pieces of paper to trace around body
Colors/paper
Items for obstacle course

Suggested Performance Criteria: Student will be able to demonstrate knowledge of up/down concept when requested by the teacher 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Show the student a picture of up/down. (i.e. hand pointing up and down).
2. Have student point and show where *up* is, then *down*.
3. Choose objects in the room and ask student to tell whether they are up/down (ceiling lights, floor, feet, rug, roof).
4. Take a walk outside. Ask student to identify things that are up (moon, sun, birds, airplanes, trees). Then ask for things that are down (grass, feet, dirt, hole).
5. Have student participate in activity such as directions as "put your hands and arms up, now down." "Go up and down stairs."
6. Inflate a balloon with air. Direct balloon up and then down. Have student identify *up* and *down*.
7. Find pictures in magazines to show *up* and *down*.
8. Draw a full-size outline of student by tracing around him on a large piece of butcher paper. Ask student to draw a line from toes *up* to the head. Then draw a line from head *down* to the feet.
9. Have student make a picture showing both *up* and *down* (a car going up and down a hill; roller coaster, elevator, escalator, steps, ladder, etc.)
10. Color pictures on a handout of balloons that are *up*, grass is *down*, etc.
11. Review original SSSQ item.

Specific Student Activities:

Perform up/down tasks or games such as "Simon Says."
Take a field trip to a park with seesaws and swings. Have student experience the up and down movement.
Move through an obstacle course to practice concept of up/down as teacher gives commands, such as stand up, sit down, walk up the stairs, walk down, etc.
Ask the student to pretend he is a clown. Give him a rubber ball or balloon and have him juggle them up and down or bounce them to music.

ITEM 1-11

RIGHT/LEFT

Objective: Student will learn to identify right and left.

Materials:

- Marks-a-lot
- String
- Red glove
- Ball, black
- Picture
- Felt board
- Felt pieces

Suggested Performance Criteria: Student will follow directions 5 out of 5 times and correctly identify direction 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Stamp or stick a dot on back of student's right hand, tie a string around his right wrist, or put a red glove on right hand to remind him of his right side.
2. Have student trace around his left and then right hands on a large sheet of paper. Then ask him to draw the fingernails on right hand, then left hand.
3. Have student raise his own right hand, wiggle the fingers on his right hand, repeat with left hand.
4. Have student point to his right body parts and then left body parts. Have him identify left and right hands, feet, eyes, etc.
5. Have students move towards the right: walk, run, jump, turn, then the left.
6. Have student place objects to the right, of another object or line.
7. Have student set table places, fork on left, spoon and knife on right, napkin on left and glass on right, etc.
8. Let student drive a car along a pretend road to a certain destination. Have him tell you which direction the car is turning.
9. Place several items on felt backed pictures in a horizontal row. Ask the student to reposition an item either to the right or left of another item.
10. Review original SSSQ item.

Specific Student Activities: Use various musical instruments (tambourine, drum), have student perform with right, then left hand, then alternate between hands.

ITEM 1-12

RIGHT/LEFT

Objective: Student will learn to identify right and left.

Materials:

Marks-a-lot
String
Red glove
Ball, black
Picture
Felt board
Felt pieces

Suggested Performance Criteria: Student will follow directions 5 out of 5 times and correctly identify direction 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Stamp or stick a dot on back of student's right hand, tie a string around his right wrist, or put a red glove on right hand to remind him of his right side.
2. Have student trace around his left and then right hands on a large sheet of paper. Then ask him to draw the fingernails on right hand, then left hand.
3. Have student raise his own right hand, wiggle the fingers on his right hand, repeat with left hand.
4. Have student point to his right body parts and then left body parts. Have him identify left and right hands, feet, eyes, etc.
5. Have students move towards the right: walk, run, jump, turn, then the left.
6. Have student place objects to the right, of another object or line.
7. Have student set table places, fork on left, spoon and knife on right, napkin on left and glass on right, etc.
8. Let student drive a car along a pretend road to a certain destination. Have him tell you which direction the car is turning.
9. Place several items on felt backed pictures in a horizontal row. Ask the student to reposition an item either to the right or left of another item.
10. Review original SSSQ item.

Specific Student Activities: Use various musical instruments (tambourine, drum), have student perform with right, then left hand, then alternate between hands.

ITEM 1-13

THROUGH

Objective: Student will learn the concept of through.

Materials:

- Hula hoop
- Wire hoop
- Darning needle
- Burlap

Suggested Performance Criteria: Student will be able to demonstrate concept of through 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Have available a hula-hoop (or box). Have student walk through the hula-hoop. Demonstrate if necessary.
2. Have one student hold a large wire hoop. Have the others jump through it. As they engage in this activity, play music that suggests leaping, running, etc.
3. Provide a picture maze, tracing lines to destination.
4. Give the student a small circle and a dowel stick. Tell him to place the stick through the circle.
5. Play basketball. Tell the student to throw the ball through the net.
6. Play bean bag toss at the clown. Tell student to throw the bean bag through the clown's eyes, nose, etc.
7. Demonstrate placing darning needle and yarn through burlap.
8. String beads or popcorn using needle and thread.

Specific Student Activities: Have student perform numerous daily activities such as placing arms through the sleeve of a coat, walking through doors, sift flour through a sifter, slice through a cucumber.

ITEM 1-14

BETWEEN

Objective: Student will learn the concept of between.

Materials:

- 2 ropes
- Chairs
- Chalkboard and chalk
- Pictures
- Colored cubes-red, yellow, green
- Paper and pencil

Suggested Performance Criteria: The student will demonstrate the concept of between 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Place two ropes on the floor in parallel lines about 15 to 20 inches apart. Have the student walk between the lines. Demonstrate if necessary.
2. Place two chairs at the front of the room with a space between them. Identify the space between the chairs. Ask student to stand between the chairs. Ask student where he is standing.
3. Draw two circles on chalkboard. Ask student to draw a line between them.
4. Place a series of picture cards on chalk tray. Ask student to identify the picture in the middle using the word between. (i.e. which fruit is between the apple and orange)
5. Ask student to place cards on the chalk tray so that a certain picture is between the other two, such as placing the cat between the dog and horse.
6. Give the student three colored blocks (red, yellow, green). Ask student to place a specific color between two other colors.
7. Review original SSSQ item.

Specific Student Activities:

Form two lines and at a given signal pass a ball between legs from one to another.
Students stand with legs spread apart. Student in the center must roll the ball between someone's legs. When student in center succeeds the two exchange places.
Kick ball between posts.

ITEM 1-15

TOP/BOTTOM

Objective: Student will learn the concept of top and bottom.

Materials:

Bottle
Shirt
Lid
Colored Blocks
Picture of ladder
Pictures of objects
Small objects to place on top and bottom
File cabinet
Picture of empty closet
Picture of empty refrigerator

Suggested Performance Criteria: Student will demonstrate concept of top and bottom 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Initially choose objects that have a definite top and bottom (bottle, shirt). Tell student which is the top and bottom. Then ask him to point to top and bottom.
2. Instead of pointing, have the student place objects at the top or bottom, such as place a lid on top and water in the bottom of a bottle.
3. Stack blocks with different colors. Ask student to identify the color on bottom, the color on top verbally or by pointing to top and bottom. Have student stack blocks and have another student identify top and bottom.
4. Use a picture of a ladder and have student place things or pictures, such as a picture of a boy, at the top and then on the bottom.
5. Place an object on the top shelf, using the word "top" as you do so. Then place an object on the bottom shelf, using the word "bottom." Direct student to place an object on one of the shelves, using the appropriate word as he does so.
6. Have the student open or close the top or bottom drawer of the teacher's file cabinet.
7. Have student identify top and bottom of thermometer, telephone book, oven, and other household equipment.
8. Show the student a picture of an empty refrigerator. Have the student place pictures of objects in the top or bottom part of the refrigerator and identify as top or bottom.
9. Review original SSSQ item.

Specific Student Activities:

Place a series of objects, or pictures on the table in a vertical line.
Have student designate (name) top and bottom item.
Have student draw pictures illustrating top and bottom.

ITEM 1-16

TOP/BOTTOM

Objective: Student will learn the concept of top and bottom.

Materials:

Bottle
Shirt
Lid
Colored Blocks
Picture of ladder
Pictures of objects
Small objects to place on top and bottom
File cabinet
Picture of empty closet
Picture of empty refrigerator

Suggested Performance Criteria: Student will demonstrate concept of top and bottom 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Initially choose objects that have a definite top and bottom (bottle, shirt). Tell student which is the top and bottom. Then ask him to point to top and bottom.
2. Instead of pointing, have the student place objects at the top or bottom, such as place a lid on top and water in the bottom of a bottle.
3. Stack blocks with different colors. Ask student to identify the color on bottom, the color on top verbally or by pointing to top and bottom. Have student stack blocks and have another student identify top and bottom.
4. Use a picture of a ladder and have student place things or pictures, such as a picture of a boy, at the top and then on the bottom.
5. Place an object on the top shelf, using the word "top" as you do so. Then place an object on the bottom shelf, using the word "bottom." Direct student to place an object on one of the shelves, using the appropriate word as he does so.
6. Have the student open or close the top or bottom drawer of the teacher's file cabinet.
7. Have student identify top and bottom of thermometer, telephone book, oven, and other household equipment.
8. Show the student a picture of an empty refrigerator. Have the student place pictures of objects in the top or bottom part of the refrigerator and identify as top or bottom.
9. Review original SSSQ item.

Specific Student Activities:

Place a series of objects, or pictures on the table in a vertical line.
Have student designate (name) top and bottom item.
Have student draw pictures illustrating top and bottom.

ITEM 1-17

MOST

Objective:	Student will learn the concept of most.
Materials:	Small items-blocks, beads Pencils Books Cartons with plastic eggs Pictures of groups of items

Suggested Performance Criteria: Student will demonstrate concept of most 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Set up groups of small items. Point to group with most/least.
2. With a group of students, take turns letting students give each other the most/least and then tell who has the most.
3. Initially use groups that vary substantially in number of items. Gradually reduce to difference of 1-2 items for most/least.
4. Set up 2 groups of books (one with most). Ask the student to identify which has the most.
5. Stack 2 groups of pennies (one with most). Ask the student to identify which has the most.
6. Show the student two cartons of eggs (one with most). Ask the student to identify which has the most.
7. Have the student place objects into most and least amount. Let him ask another student which has the most.
8. Play Mark-The-Picture Game, putting a ring aroung the group which has the most.
9. Have student dice vegetables into bits and place into separate piles. Identify most and least, cross reference to food preparation or Domestic Preparation.
10. Review original SSSQ item.

Specific Student Activities:	Have student divide in different numbered groups. Identify which group has most and least number of students. Have student pour liquids into same size glasses. Identify which has most and least. Cross reference to liquid measurement curriculum.

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ITEM 1-18

HALF

Objective: Student will learn the concept of half.

Materials:

Apple, cracker
Food items
Paper
Material

Suggested Performance Criteria: Student will be able to demonstrate the concept of half 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Cut an apple or break a cracker into two pieces. Give the student half of the apple or cracker to eat. Identify the two pieces as halves.
2. Have the student cut an apple into halves and share with a friend. Ask him to identify the pieces.
3. Give the student experiences in cutting other items in half, such as a sandwich, fruit, cookie, piece of paper or cloth. Ask him to identify the pieces.
4. Give the student pictures of items. Have him draw a line to show cutting the items in half.
5. Give the student two pieces of candy. Have him share half with a friend.
6. Give the student two pieces of a circle. Have him place the pieces together to make a whole. (Use a square, triangle, etc.) using puzzle pieces, flannel board pieces, pictures cut in half and mounted, half or whole DLM cards.
7. Review original SSSQ item.

Specific Student Activities:

Fold paper in half to stuff envelopes.
Fold towels or other cloth in half.
Cut a small board in half. Cross reference to saw item in Tool section.

ITEM 1-19

TO IDENTIFY SAME

Objective: Student will demonstrate an understanding of the terms same and different.

Materials:

Objects in room	Pocket chart	Hard Candy in wrappers
Button Box	Geometric forms	

Suggested Performance Criteria: The student will point out objects that are the same and objects that are different 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Show the student two items exactly alike. Tell the student they are the same.
2. Show the student a group of items, some alike and some different. Have student give you two items that are the same. Then have him give you two items that are not the same/different.
3. Have student point out things in the room that are the same (tables, chairs, windows, etc.) Then find things that are different (a book and a crayon).
4. Place five objects on the table that are the same shape but differ in color. Have the student pick out the ones that are the same color. Repeat with different shapes and same color.
5. Give student a button box and have him find all the buttons that are the same.
6. Put several coins on the table. Have him find all the same.
7. Select out and match coins to a coin work sheet, or a coin slot card (obtained in bank). Cross reference to teaching coins identification in the money section.
8. Have student describe different item. Explain all the ways they are the same and all the ways they are different.
9. Review original SSSQ item.

Specific Student Activities:

Locate objects in the room that are the same in one dimension such as color, shape, texture.
Compare objects that differ slightly in one dimension such as smooth and rough surfaces; hard and soft, heavy and light, bright and dull, hot and cold, etc.

ITEM 1-20

SMALLER

Objective: Student will learn the concept of smaller and larger.

Materials:

Items in room
Plastic shapes
Pictures of shapes
4 balloons

Suggested Performance Criteria: Student will demonstrate concept of smaller and larger 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Talk about and compare things that are small and large. Locate things in the room that are small and large. Ask student which is the small item, which is the large item.
2. Show the student pictures of objects. Have student identify which one is smaller than "you".
3. Show a series of pictures of animals, plants, objects. Have student place the pictures in series from small to large.
4. Show the student two plastic circles, one smaller than the other. Have student point to the smaller circle. Place the small circle inside the large circle. Repeat with other shapes.
5. Use four balloons to teach concept of small and large. Have student inflate balloons to different sizes and identify smallest and largest.
6. Put three objects of three different sizes on the table. Have the student place the objects in order from small to large.
7. Review original SSSQ item.

Specific Student Activities:

Sift flour into larger and smaller bowls. Cut vegetables into different size pieces. Pick out large and small pieces.
Cross reference Food Preparation or Domestic Management Section.
Compare large and small tools, large and small nails, bolts, nuts, etc.
Cut wire into large and small sections. Cross reference to Tool section.

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ITEM 1-21

INSIDE

Objective: Student will learn concept of inside and outside.

Materials:

Large box, small box
Masking tape or chalk (to draw circle on floor)
Magazines
Scissors
Paper
Filmstrip projector and filmstrip

Suggested Performance Criteria: The student will demonstrate concept of inside and outside 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Using a box. teacher demonstrates concepts of inside and outside by placing objects in a box and then removing and placing outside the box.
2. Have student imitate demonstration by placing objects inside box and then removing them.
3. Draw a circle on the floor. Have student step. jump, hop inside the circle. Ask the student to identify where he is standing.
4. Have student step inside a large open carton, and identify his position. Repeat outside of carton.
5. Locate picture to demonstrate people inside and outside a house or car. Ask student where the person is located.
6. Have student cut out pictures of people. Provide him a drawing, such as a box, house car, airplane, etc. to place the picture in. Have him identify the location.
7. Have a student dramatize getting inside and out of a car.
8. Review original SSSQ item.

Specific Student Activities:

Have student go inside and outside a restroom, elevator, telephone booth, bus, shower, etc. Cross reference to functional signs section.
Place food item inside oven, then remove. Place clothing inside washer/dryer and remove.

ITEM 1-22

MIDDLE

Objective: Student will learn the concept of middle.

Materials: Pictures of people, animals or objects   String of beads

Suggested Performance Criteria: The student will demonstrate the concept of middle 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Select three students and form a line. Ask students who is first, in the middle, last.
   Give directions such as:
   a. All of you who are first in line, sit down.
   b. All of you who are in the middle wave your hand, etc.
2. Place pictures of people on chalk ledge. Ask students to identify picture in the middle.
3. Place three different beads on a string. Have student identify middle bead.
4. Place three objects on the table. Have the student identify which one is in the middle. Vary size of object to teach concept of middle is independent from size. Also vary distance between objects.
5. Review original SSSQ item.

Specific Student Activities: Drill three holes in a row. Identify middle hole and place screw or bolt into middle hole.
Drive three nails into board. Have student remove middle nail. Cross reference to tools.

ITEM 1-23

FRONT

Objective:	Student will learn the concepts of in front of, and in back of/behind.

Materials:	Chairs Pencil and paper	Magazines Scissors	Construction paper

Suggested Performance Criteria: Student will demonstrate concept of in front of and in back of/behind 5 out of 5 times on 5 consecutive

Teacher Strategies:

1. Show student a shirt. Identify the front by pointing out special features, buttons, pocket color. Have the student pick up the shirt and identify front. Use other items of clothing.
2. Ask student to stand *behind* chair, *in front of* chair.
3. Have student locate something or someone that is in front of or behind an object.
4. Give student directions using *behind* or in front of for him to follow, such as "Get behind the door."
5. Ask student to give direction to another student.
6. Have student draw pictures showing *behind* and *in front*, such as a child standing behind a box.
7. Locate pictures in magazines showing the front and back of items. Locate pictures showing the relative positions of in front and in back of.
8. Have student walk around a circle. Go in front of ______. When the bell rings have student stop and tell others he is standing (in front of or behind).
9. Review original SSSQ item.

Specific Student Activities:

1. Spatial Relationship Concept cards-*Ideal*
2. Special Relationship Photos Set 1 & 2
3. Where Is It? Under, on, behind, in front of, right and left

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ITEM 1-24

ORDER

Objective: Student will learn the concept of order from large to small.

Materials:

Magazines to cut pictures for sequencing and maintaining materials
Filmstrips
Pictures of familiar items: fruit, animals, toys
Paper cut-outs of boy and girl
Colored paper circles, squares, triangles in different sizes
Pencil and paper

Suggested Performance Criteria: The student will demonstrate the concept of order 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Place sequential pictures on a flannelboard to record past experiences or to illustrate order of events. Have the student relate the experiences sequentially. Put the pictures on the board as he does so. Got out of bed, dressed, ate breakfast, went to school, sat in class, ate lunch, class, etc.
2. Place pictures of familiar items (fruits, animals, toys) in a row on a flannelboard or table. Teacher demonstrate and then have the student sequence from largest to smallest.
3. Have student use different size drills and drill holes sequentially from small to large and number each hole 1, 2, 3, 4, etc.
4. Give the student paper cut-outs of boys/girls. Have him dress the cut-outs or tell or show which item of clothing should be put on first, second, etc.
5. Review original SSSQ item.

Specific Student Activities:

Give the student colored paper circles, squares, or triangles of various sizes and ask him to place these in order of size from left to right from smallest to largest.
Show sequential pictures on filmstrips and have the student retell what he had seen or anticipate what might come next following a given frame.
Let the student make drawings of sequential events from his experiences from first to last.

2. Functional Signs

ITEM 2-1

RED LIGHT/GREEN LIGHT

Objective: Student will recognize and understand the concept that green light means to go and red means to stop.

Materials:

Pictures of intersection showing traffic movement with stop light
Paper or cardboard replica of stop light with black paper folded over to cover colors

Suggested Performance Criteria: Student will demonstrate to the teacher, either verbally or physically, that he understands that a green light means to go whenever requested by the teacher for a period of two consecutive weeks

Teacher Strategies:

1. Ask student if he knows the difference between "go" and "stop." If he does not know the difference, explain it to him with verbal and physical prompts, then ask him again to make sure he knows after the explanation.
2. Show each picture to the student and ask if the traffic is stopped or if it is going.
3. After receiving correct responses, note the color of the traffic lights in each picture.
4. Ask student if he knows that the lights are signs of when to go and when to stop.
5. Using the paper or cardboard stop light, go through each light and explain whether it means to go, to get ready to stop, or to stop.
6. Have the student verbally recite the messages of the lights, then construct a small route for the student to walk, with the stoplight along the route.
7. As the student walks along the route, switch the colors for the student to respond appropriately by proceeding or stopping.
8. The route may be made complicated after awhile to include an intersection and have other students on the route to simulate traffic.
9. Finally, go to an actual intersection with a light, either in a vehicle or on foot and view and obey the traffic signals.

Specific Student Activities:

Have students construct a traffic signal to put up next to the classroom door in order to have students stop there when leaving for group events such as recess or lunch, then have teacher switch red light to green light when class is ready to go. Play red light/green light in the classroom with colored cards for visual as well as verbal cues during the game.

ITEM 2-2

STOP SIGN

Objective: Student will recognize and understand the meaning of a stop sign.

Materials: Life-size paper or cardboard replicas of the four signs presented on this item

Suggested Performance Criteria: Student will demonstrate to the teacher, either physically or verbally, that he understands that the stop sign means to stop whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. First, be sure the student knows what it means to stop, yield, do not enter, and U-turn not allowed.
2. If student does not know what these terms mean, then go through those particular ones, explaining with verbal and physical demonstrations what each one means.
3. Utilizing the replicated signs, go over the concepts each sign is conveying, both verbally and physically with the student.
4. Place the signs along the route constructed in the class for Item 2-1 and have student go over the route, obeying the new signs.
5. Go to an intersection with a stop sign to observe how the traffic reacts to the sign, noting that the cars stop because the sign says to
6. Take students on a trip in a vehicle, obeying traffic signs, especially the stop signs, and have students identify why the driver responds in certain ways, such as having them locate the sign that dictates the driver's response.
7. Finally, ask the student the original question of 5-2 along with responses about the other three signs.

Specific Student Activities: Have student play red light/green light with the stop sign used as a visual cue to stop (after the students understand the game from item 5-1).

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ITEM 2-3

POISON

Objective:	Student will learn to recognize the sign for poison and know its meaning and harmful implications.
Materials:	Three bottles of common household liquids, one of which is poison amd has the skull and crossbones sign on it.

Suggested Performance Criteria: The student will be able to identify the sign for poison and explain its implications whenever asked by the teacher for a period of two consecutive e weeks.

Teacher Strategies:

1. Make sure the student knows the implications of ingesting poison, such as possible death if it is swallowed.
2. If he does not know what poison will do, explain it to him in simple and concrete terms. Utilize a simple manual if one is available.
3. After student understands the results of ingesting poison, point out and explain to him that the skull and crossbones means that something is poisonous and should not be swallowed.
4. Have the student select the bottle of poison. If the student does not pick the bottle of poison, point out and explain to him that the skull and crossbones mean that something is poisonous and should not be swallowed.
5. Have the student select the bottle of poison again if he erred the first time; if he got it correctly or after going over the liquids this second time, show him the signs in the SSSQ booklet again to select the sign which says something is poison.

Specific Student Activities:	Have student, with the help of parents, make a list of the things that are poisonous in his home. Through a first-aid course or manual, learn or review procedures for what to do if someone does ingest poison.

ITEM 2-4

NO SMOKING SIGN

Objective: Student will learn to recognize and to understand the meaning of the sign for no smoking.

Materials: Replicated signs of actual size depicting U-turn, smoking, swimming and overlay transparencies with the red bar across them to indicate that the activity is forbidden.
Single sign of red bar with circle only.

Suggested Performance Criteria: The student will be able to identify and to explain the message of the no smoking sign upon request from the teacher for 2 consecutive weeks.

Teacher Strategies:

1. Show only the sign with the red bar and circle to the student and explain that this symbol, whenever it is over another picture, means that whatever the picture represents is forbidden where the sign is located.
2. Show the U-turn, smoking, and swimming signs (without the bar across) to the student and have him identify the activity the sign represents.
3. When he accomplishes this correctly, place the red bar overleafs onto the signs and ask him how the meanings of the signs have changed.
4. Ask students if they have ever seen this type of sign before and where it was located.
5. Take a tour in the community and have student point out "no smoking" signs.
6. Review original SSSQ item.

Specific Student Activities: Have students create signs for the classroom depicting things that are not allowed, by utilizing the bar across the activity.

These signs may forbid running in the room, loud talking, etc.; put the signs up somewhere in a conspicuous place.

ITEM 2-5

STREET CROSSING SIGN

Objective: Student will learn to recognize and understand the meaning of the sign that indicates a safe place to cross a street.

Materials: Life size replicas of the signs presented on item 2-5

Suggested Performance Criteria: Upon request from the teacher, the student will be able to correctly identify the pedestrian crossing sign and tell its meaning accurately for 2 consecutive weeks.

Teacher Strategies:

1. Ask the student if he knows where people who walk are supposed to cross the street. If he does not know, explain that they are supposed to walk in the lined crosswalk provided, usually at intersections
2. Show the student the four signs, and ask him if any one of the pictures look like somebody walking inside a crosswalk.
3. If he misses this, point to the correct sign, explaining that it is supposed to show a figure of a man walking within two lines, which would be the crosswalk.
4. Repeat number 2 to be sure he understands.
5. Take the student for a trip along a sidewalk, and identify the crosswalk, showing the student how to cross. Point out the pedestrian crossing sign if one is near. If one is not near the first place, then find a pedestrian crossing sign first and then locate the crosswalk, either allowing the student to explain the procedure or explaining the process to the instructor.

Specific Student Activities: Have the student put up a pedestrian crossing signs along the route (from 2-1) in the classroom.
Make sure there are student and/or pedestrian crossing signs around the school along streets where students walk to school, plus check for crosswalks at needed places. Play red light/green light in the classroom with colored cards for visual as well as verbal cues during the game.

ITEM 2-6

FIRST AID SIGN

Objective: Student will recognize and understand the meaning of the sign for first aid.

Materials:

First aid manual with a red cross on it
Bottle of poisonous liquids
First aid kit

Suggested Performance Criteria: Student will verbally explain the meaning of the Red Cross sign and its implications whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Show student the first aid book with the red cross and ask him if he knows what the manual is for, and what first aid is.
2. If he does not know, leaf through the book, showing him that it is a first aid manual that shows how to provide immediate temporary help for someone who is injured or in need of physical help. Then show the student the red cross on the book and explain that is is the universal sign for first aid.
3. Then bring out the first aid kit and show the student that it includes materials to assist someone and it has a red cross on it.
4. Then ask student if he understands the meaning of the red cross sign. Repeat numbers 2 and 3 if he does not, with additional explanations.
5. Provide the bottle of poison and the first aid kit and ask the student which is used to help someone that is injured, and what each sign means.
6. Finally, go back to question 2-6 of the SSSQ and ask the question again to see if student knows. Repeat process if needed.

Specific Student Activities:

Have a first aid kit mounted in some visible spot in the room with necessary supplies, and have the student construct and apply a red cross to it.
Have "medical aides" among the students for other pupils to go to for minor injuries or hurts. These aides should be responsible for informing teacher or nurse of the problem. Most important have "aides" wear red cross armbands that they have made themselves signifying their role.

ITEM 2-7

TELEPHONE SIGN

Objective:	Student will recognize and understand the meaning of the sign indicating where a telephone is.
Materials:	Telephone Actual size replicas of signs for 2-7

Suggested Performance Criteria: Student will be able to verbalize the meaning of the sign indicating where a telephone is upon request by the teacher for two consecutive weeks.

Teacher Strategies:

1. Show the student the telephone and ask him if he knows how to use it.
2. If he does not know how to use it, go to curriculum section for items 6-14 through 6-24.
3. Have student look at signs and see which one has a picture that looks like the telephone (assist the student if necessary).
4. When he picks out the telephone sign, ask him what the arrow means.
5. If he does not know, explain to him verbally and with writing how an arrow points the way to something, and in the case it is pointing to a phone.
6. Then, with the signs before the student, ask him which sign points to where you can find a telephone and have him verbally explain its meaning.

Specific Student Activities:	Have student construct and put up signs pointing to needed objects in the room, such as the pencil sharpener, the sink, the door or exit, etc.

ITEM 2-8

RESTROOMS

Objective: Student will recognize and understand the meaning of signs to indicate men's and women's restrooms.

Materials: Replicas of signs found on restrooms, such as "Boy's," "Girl's," "Men," "Women," and replica signs of the male and female figures of 2-8.

Suggested Performance Criteria: Student will be able to verbally designate the signs for mens' and womens' restrooms upon request by the teacher for two consecutive weeks.

Teacher Strategies:

1. Take student to the door of the restroom they usually use to see of there is a sign on it.
2. Ask what the sign is or tell student what the sign says if he cannot read it.
3. Go back to the room and pick out that sign from those available.
4. Ask what would be the opposite sex sign compared to the one already seen, and ask student to choose it.
5. Lay the two signs apart and ask student if the other available signs can be categorized male or female like the two already chosen.
6. Have student arrange two vertical columns on table designating signs commonly used for men and women. Assist as needed.
7. Then go over them with student and ask if they should use that restroom if that sign is on it. (Do each sign individually.) Assist student as needed.
8. Finally, go back to original position on 2-8 to see if they know the answer.

Specific Student Activities: Change signs on the restrooms in the school periodically to show students some of the different restroom signs they will see. However, switch them by matching so the students will learn by association. For example, if you have a "Boys" sign on at first, you might put a "Men" sign on the door also for awhile, then eventually remove the "Boys" sign, then continue process with other signs designating that it is a men's restroom.

ITEM 2-9

ELEVATOR SIGN

Objective:	Student will recognize and understand the meaning of the sign designated to indicate an elevator.
Materials:	Actual size replicas of the signs used for item 2-9

Suggested Performance Criteria: Student will be able to point out, either physically or verbally, the sign used to designate an elevator.

Teacher Strategies:

1. Ask student if he knows what an elevator is and/or has ridden on one.
2. Take student to a building with an elevator and let him ride it to understand what it does. In order to show student what is happening, a glass elevator would be helpful.
3. After this, go through the replicated signs and ask student if any of these signs seem to represent what happens with an elevator.
4. If student has difficulty, discuss each sign about what activity or happening each sign represents. Point out the elevator sign if necessary.
5. Reiterate how the elevator sign shows the movement by the arrows and how it designates its ability to move several people at once.
6. Ask the original question of 2-9 again to see if student understands.

Specific Student Activities:	Possibly have students make a classroom bulletin board of different signs and their meanings.

ITEM 2-10

CROSSING STREET SAFELY

Objective: Student will recognize and understand the meaning of the sign that indicates that it is safe to cross the street.

Materials: Actual-size replicas of the signs used in item 2-10.

Suggested Performance Criteria: Student will be able to verbally explain the meaning of the sign that indicates it is safe to cross the street whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Go over each sign with the student, having them read it if they can (Read it for them if they cannot read), and have student explain what he thinks the message of each sign is.
2. If needed, review the procedure for item 2-2.
3. Place student at one end of the room then get back about ten feet from him, facing student, and tell him to do what each sign says as the sign is presented visually.]
4. Flash the "walk" sign, then "stop," then "walk," then "do not walk" sign, to see if student knows how to respond. Review number 1 if necessary.
5. Review the original question of item 2-10 to see if student understands and know the answers.

Specific Student Activities:

Play red light/green light in the classroom, using "walk" sign as visual cue.

Construct crosswalks along the classroom route with "walk" and "do not walk" signs for pedestrians.

ITEM 2-11

HOSPITAL SIGN

Objective: Student will recognize and understand the meaning of the sign that designates and shows the way to a hospital.

Materials: Actual-size replicas of the signs used in item 2-11

Suggested Performance Criteria: Student will be able to recognize and verbally explain the meaning of the sign that points the way toward a hospital.

Teacher Strategies:

1. Ask student to explain the use of an arrow in or near a sign. (Refer to 2-7 if this is a problem.)
2. Go over each sign and read the message and talk about how it relates to the large portion of the sign.
3. Show the student that a large "H" usually means hospital.
4. Take the students on a trip near the local hospital and find the signs that indicate the way to the hospital. Have student tell the driver which way to go to reach the hospital.
5. Review the original question regarding which sign shows the way to a hospital to see if student understands the answer.

Specific Student Activities: Student-made bulletin board with "signs" section, including a sign on which way to go to get to a hospital.

ITEM 2-12

BUS STOP SIGN

Objective: Student will recognize and understand the meaning of the "bus stop" sign to designate where one can get on a bus.

Materials: Replications of the signs for item 2-12.

Suggested Performance Criteria: Student will verbally explain the meaning of the "bus stop" sign whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Remind the student that he is looking for a sign that tells him that he can get on a bus there.
2. Go over each sign, allowing student to read it (read it aloud if this is a problem), and have student tell what he thinks each sign means.
3. Point out the correct sign and explain it if student is still having trouble.
4. Have student repeat the designation of the correct sign and have him explain its meaning.
5. Take student to a bus stop, note the sign, then get on and ride the bus for awhile then get off and again note the bus stop sign.
6. Go over the original question again, noting which sign shows you where to get on a bus.

Specific Student Activities: Include "bus stop" sign among the student-built signs on the classroom bulletin board (see 2-11).

NOTE: For items 2-12 through 2-24, reading ability is needed. If this is a problem, another separate curricular direction may be in order. Verbal instructions to student will suffice if necessary.

ITEM 2-13

OPENING DOORS

Objective: Student will recognize and understand the meaning of the "push" sign to open a door.

Materials: Replications of the signs for item 2-13.

Suggested Performance Criteria: Student will demonstrate the appropriate action or verbally explain the "push" sign whenever asked by the teacher or confronted with a "push" sign for a period of two consecutive weeks.

Teacher Strategies:

1. Put the four signs in front of the student.
2. Go over each word with the student, allowing them to read it or read it to student and explain meaning of each word.
3. Go through the motions with the student on "push" and "pull" to show student what the words mean and show "open" and "closed" concepts with something like a door.
4. Have student respond to the different concepts of the signs by manipulating the door to make it coincide with the instructions on each sign.
5. On a field trip, look for signs on entrance doors that indicate whether to push or pull it open.
6. Review the original question of 2-13 to ensure that the student recognizes and understands "push."

Specific Student Activities: Label doors in the school and/or class with student-made "push" or "pull" signs to indicate how to open them.

ITEM 2-14

EXIT

Objective: Student will recognize and understand the meaning of the "exit" sign to see where to leave a room or building.

Materials: Replicas of the signs for item 2-14.

Suggested Performance Criteria: Student will demonstrate an understanding of the "exit" sign either physically or verbally whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the four signs in front of the student.
2. Go over each word with the student, either letting him read it or read it for him aloud.
3. Go over the meaning of each word. Have the student tell the meaning if he knows it, otherwise, explain the meaning of each of the words to the student.
4. Place the signs at different places in the room or on different objects and ask the student to indicate its meaning there or if that is a correct place to put such a sign. (Place signs at inappropriate places occasionally.)
5. On a field trip, look for the signs used in 2-14, especially looking for an "exit" sign, and go ahead and leave the room or building by way of the route suggested by the sign.
6. Review the original question of 2-14 to see if he knows which sign indicates the way out.

Specific Student Activities: Label different parts of the room with appropriate labels, such as "danger" on the bottle of poisonous liquid, "exit" for the door leading out of the room, etc.

ITEM 2-15

"CROSS ONLY" SIGN

Objective: Student will recognize and understand the meaning of the sign which says to be careful when crossing the street.

Materials: Replicas of signs used in item 2-15.

Suggested Performance Criteria: Student will be able to verbalize the meaning of the sign which warns you to be careful whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the signs in front of the student.
2. Have student read each sign or read each of them to the student.
3. Have student tell what they think each sign means. Assist with appropriate definitions if needed.
4. Go on a field trip and look for the signs of item 2-15, with special emphasis on finding the "cross only . . ." sign, noting the special placement of each sign.
5. When the "cross only . . ." sign is found, go ahead and cross at the crosswalk it indicates.
6. Review the original question to see if he knows which sign that tells him to be careful or he may get hurt.

Specific Student Activities: Look around the streets near the school to see if there are signs up which warn the students to be careful and to cross at the crosswalks only.
Have student be or assist crosswalk guard for before or after school during that student "rush hour."

ITEM 2-16

NO TRESPASSING

Objective: Student will recognize and understand the meaning of the sign which tells you to stay out.

Materials: Replicas of signs used in item 2-16.

Suggested Performance Criteria: Student will verbalize the meaning of the "no trespassing" sign whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the signs in front of the student.
2. Have the student read the signs aloud or read the signs to him.
3. Have the student explain the meaning of each sign or explain their meanings to the student.
4. Go on a field trip to look for these signs, especially the "no trespassing" sign, and talk about what the signs are conveying, such as what the "no trespassing" is trying to keep people out of.
5. Review the original question to see if he knows and understands which sign tells you to stay out of someplace.

Specific Student Activities: Include the "no trespassing" sign among the student-built signs on the classroom bulletin board (see 2-11).

ITEM 2-17

WHERE IS THE BATHROOM?

Objective: Student will recognize and understand the meaning of the sign which directs people to the bathroom.

Materials: Replicas of signs used in 2-17.

Suggested Performance Criteria: Student will demonstrate, either physically or verbally, an understanding of the meaning of the sign directing people toward the restroom whenever asked by the teacher for two consecutive weeks.

Teacher Strategies:

1. Place the signs in front of the student.
2. Ask him if he remembers the meaning of the arrows in the signs, and have him explain it. Review item 2-7 if necessary for determining meaning of the arrows in the signs.
3. After student demonstrates understanding of the arrows, go over each sign verbally, by having student read the sign or read it for him.
4. Have student explain the complete meaning of each sign.
5. Go on a field trip to find examples of the signs of item 2-17, especially find the "restroom" sign.
6. After finding the "restroom" sign on the field trip, locate the restroom it is pointing to.
7. Review the original question to see if the student understands the meaning of the sign indicating where a bathroom is.

Specific Student Activities: Have student construct and put up a sign in the school pointing to the restrooms.

ITEM 2-18

MOVIE TICKETS

Objective: Student will recognize and understand the meaning of the sign that indicates where to purchase tickets for a movie.

Materials: Replicas of signs used in item 2-18.

Suggested Performance Criteria: Student will verbalize the maning of the sign that indicates where to buy movie tickets whenever requested by the teacher for two consecutive weeks.

Teacher Strategies:

1. Place the signs in front of the student.
2. Ask the student to relate what has to be done in order to pay for going to a "walk in" movie. (Be sure he says that you have to buy a ticket, or tell him if necessary.)
3. Have student read each sign aloud or read it for him.
4. Have stuent go over what he thinks is the meaning for each sign, and assist if necessary.
5. Go to a movie theater and find the sign that indicates where to purchase movie tickets.
6. Review the question of item 2-18 to see if the student understands the meaning of the sign that indicates where to purchase movie tickets.

Specific Student Activities: Have student set up a booth to "sell" tickets to movies shown to the class or to the school
Have student construct and put up a sign that tells movie-goers where to "purchase" their tickets. (Note: use real tickets if possible)

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ITEM 2-19

HOSPITAL/DOCTOR

Objective: Student will recognize and understand the meaning and implications of the hospital sign to denote that one could get help from a doctor there.

Materials: Replicas of signs used in item 2-19.

Suggested Performance Criteria: Student will verbalize the implications of the "hospital" sign to indicate that a doctor's help could be secured there whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Ask the student to think of some of the places that a doctor works to help people. List three places on paper, making sure to include a hospital.
2. Place the signs in front of the student.
3. Have the student tell the meaning of each sign, providing assistance if necessary. Refer to item 2-11 if needed.
4. If possible, take a trip to the local hospital and show the student that doctors work and provide medical help to those that need it.
5. Review the original question of item 2-19 to be sure the student understands that the hospital sign can direct someone to a doctor.

Specific Student Activities: On first-aid health bulletin board (as used on the items of volume 5) include the sign that directs you to a hospital in order to get help from a doctor.

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ITEM 2-20

WATCH YOUR STEP

Objective: Student will recognize and understand the meaning of the sign that warns a person to be careful when stepping onto a bus.

Materials: Replications of the signs used for item 2-20.

Suggested Performance Criteria: Student will verbalize the meaning and implications of the sign that tells a person to "watch your step" when entering a bus upon request by the teacher for two consecutive weeks.

Teacher Strategies:

1. Put the signs in front of the student.
2. Have the student either read or tell what each sign means, providing assistance as necessary.
3. Ask the student if any of the signs provide a warning that tells someone to be careful.
4. Have student select the appropriate sign with assistance as needed.
5. Go on a bus ride and note the "watch your step" sign that is located near the step entering the bus.
6. Go over the original question to be sure student understands the meaning of the "watch your step" sign.

Specific Student Activities: Include "watch your step" sign among those on the bulletin board, constructed by the students (see 2-11).

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ITEM 2-21

CASHIER

Objective: Student will recognize and understand the meaning of the sign that indicates where to pay for a purchase in a store.

Materials: Replications of the signs used for item 2-21.

Suggested Performance Criteria: Student will verbalize an understanding of the "cashier" sign upon request by the teacher for two consecutive weeks.

Teacher Strategies:

1. Place the signs in front of the student.
2. Ask student if he notices any cues among the signs which indicates "which way" to something.
3. Make sure he remembers the meaning of the arrow. Review item 2-7 if necessary for this.
4. Have student read and explain each sign, providing assistance as needed with the reading and the explanations.
5. You may have to explain the term "cashier" in detail to transmit the concept.
6. Go to a large store and find the signs that indicate where the cashier is in order to pay for an item.
7. Go ahead and follow the sign and purchase something from the cashier, with the student.
8. Go over the original question to be sure student understands the sign and concept of where to go to pay for a store purchase.

Specific Student Activities: Include the "cashier" sign among the student-built signs on the classroom bulletin board (see 2-11).

ITEM 2-22

DEPOSIT MONEY

Objective: Student will recognize and understand the meaning of the sign that indicates where to put money in a vending machine.

Materials: Replications of sign used in item 2-22.
Change appropriate for depositing into a vending machine

Suggested Performance Criteria: Student will demonstrate, physically and verbally an understanding of the sign which tells where to deposit money in a vending machine upon request by the teacher for two consecutive weeks.

Teacher Strategies:

1. Place the replicated signs in front of the student.
2. Have the student go over each sign and tell what he knows about each.
3. For those signs he does not know, explain them in terms he understands.
4. Be sure to focus attention on the "deposit money" sign, explaining that this is the one that instructs a person where to depost money in a vending machine.
5. Take the change available and go to a vending machine and find the sign that shows where to place the money in order to buy something.
6. Have the student locate the money slot and make a purchase from the machine.
7. Review the original question to ensure he understands the directions of where to put money in a machine.

Specific Student Activities: Include the "deposit money" sign among the student-built signs on the classroom bulletin board (see 2-11).
Encourage student to have some change in case he would like to make a purchase from one of the school's vending machines.

ITEM 2-23

DO NOT DISTURB

Objective: Student will recognize and understand the meaning of the sign that says not to bother someone.

Materials: Replicas of the signs used in item 2-23.

Suggested Performance Criteria: Student will verbalize the meaning of the "do not disturb" sign upon request from the teacher for two consecutive weeks.

Teacher Strategies:

1. Place the replicated signs in front of the student.
2. Have the student read each sign or read them to him if necessary.
3. Ask student to explain each sign with as much as he knows about it.
4. For those he does not know, explain those signs to him with special emphasis on explaining the "do not disturb" sign.
5. Go to a hospital or motel or hotel and look for "do not disturb" signs.
6. Review the original question about which sign tells you not to bother someone.

Specific Student Activities: Include the "do not disturb" sign among the student-built signs on the classroom bulletin board (see 2-11).

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ITEM 2-24

FLAMMABLE

Objective: Student will recognize and understand the meaning of the sign that says something will catch on fire and burn easily.

Materials: Replicas of the signs used for items 2-24.

Suggested Performance Criteria: Student will verbalize the meaning of the "flammable" sign whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the replicated signs in front of the student.
2. Have student read each sign aloud or read each sign aloud to student.
3. Have student explain the signs he knows. For those he does not know, explain the sign to him in terms he understands, with special emphasis on the "flammable" sign.
4. If there is someplace available, go where a "flammable" sign is, and discuss with the student why the sign is there, such as what it is that can catch on fire and burn easily. Discuss the danger involved in being around easily flammable items or liquids and personal precautions to take.
5. Review the original question about which sign tells you that something will catch on fire and burn easily.

Specific Student Activities:

Include the "flammable" sign among the student-built signs on the classroom bulletin board (see 2-11).
Identify and label any highly flammable bottled liquids in the classroom, such as alcohol, hair spray, etc.

3. Tools

ITEM 3-1

IDENTIFICATION AND USE OF COMMON HAND TOOLS - HAND SAW

Objective: Student will learn to identify hand tools and learn to use hand saw correctly.

Materials:

Ax
Rip saw
Cross-cut saw
Crow bar
Monkey wrench
Combination saw
Hand saw (or other various hand tools)
Two saw horses or vice
Plywood and 2" x 4" pine.

Suggested Performance Criteria: For 5 days, student will identify and demonstrate proper use of hand saws when requested by instructor.

Teacher Strategies:

1. Lay out the four tools on the work bench.
2. Show each of the tools to the student and say the name.
3. Have the student manipulate and feel the essential parts of the tool. As the student manipulates the tool, identify the parts, (i.e. blade, handle, adjustment nut, etc.).
4. Instruct the student to select the proper tool from a group of tools, (Give me the saw).
5. Have the student match one of the hand tools with other similar tools in the shop (Find another saw).
6. Illustrate the use of the hand saw.
7. Lay out three different saws on the work bench. Show each saw to the student and identify by name (i.e. cross-cut, rip saw, combination saw).
8. Point out the important parts of the saw and how they differ in cutting different wood materials.
9. Demonstrate safety rules and procedures.
10. Demonstrate proper use of vice to hold wood securely.
12. Have the student use rip saw to split 2 x 4 lengthwise.
13. Have student use cross-cut saw to cut off the end of 2 x 4 across the grain on a marked line.
14. Have student use combination saw to cut through five marked lines on plywood at different angles.
15. Demonstrate to student how to start a proper cut using straight push and pull motion with even pressure.
16. Have student properly store tools and materials in the proper location in the shop and clean up work area.
17. Review original SSSQ item.

Specific Student Activities:	Student will identify a common tool by name. Student will name the various parts of the tool. Student will locate a specific tool from a group of tools. Student will become familiar with the properties of the tool by manipulation of parts, such as adjusting the wrench. Student will identify a saw from a group of hand tools. Student will identify various types of saws. Student will demonstrate proper use of rip saw, cross-cut saw and combination saw by cutting materials. Student will demonstrate proper care and storage of hand saws and materials.

ITEM 3-1

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skill, muscle strength, and eye-hand coordination.
Performance Behavior:	Ability to select proper saws and effective integration of cognitive, muscle strength, and eye-hand coordination by completing a task of sawing wood.
Cognitive Process Strategy:	Proper recognition, discrimination, and selection of hand saws. Sequencing of activities. Perception of spatial relationships in setting up materials and sawing.
Sensori-Motor Strategies:	Muscle strengths in the hand, forearm and shoulder are enhanced with sawing movements. Visual-motor skills are required to saw on a line and maintain an even cut. Practice sawing with different materials to enhance visual motor skills and muscle strength. Bimanual dexterity skills are involved in sawing with one hand and holding the board steady with the other.

ITEM 3-2

IDENTIFICATION AND USE OF COMMON HAND TOOLS - WIRE PLIERS

Objective: Student will learn to identify and to use wire pliers/cutters.

Materials:

Monkey wrench	Wire snap	Diagonal wire pliers/cutter, (or various tools)
Oil filter tool	Vise grip	Pieces of scrap wire and ruler

Suggested Performance Criteria: For 5 days, student will identify and select the wire pliers from a group of hand tools and demonstrate proper use of wire pliers by snipping wire to designated lengths when requested by the instructor.

Teacher Strategies:

1. Lay out various hand tools including wire pliers, monkey wrench, vise grip, wire snap, and oil filter tool.
2. Name and explain the parts and use of each hand tool.
3. Demonstrate and discuss safety rules regarding the tools.
4. Demonstrate the proper use of the wire pliers by snipping wire at measured lengths.
5. Have student imitate the same use of the wire pliers by cutting a wire to match sizes of pre-cut, colored wires.
6. Have student properly store the tools in their correct location in the shop and clean up work area.
7. Preview original SSSQ item.

Specific Student Activities: Student cuts different color wires of varying lengths. Wires are bent to form shapes and attached to form a collage of designs.

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ITEM 3-2

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop attention, spatial-size relationship, visual motor integration, hand strength, and dexterity.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive skills and sensorimotor processes in a given task requiring the use of a wire plier/cutter.
Cognitive Process Strategies:	The completion of the task involves attention and direction-following skills. Proper recognition of wire pliers/cutters. Proper discrimination of wire color and size.
Sensori-Motor Strategies:	Muscle strengths in the hand and forearm are enhanced with repeated use of the wire pliers/cutters. Bimanual dexterity skills are used in snipping wire. Visual motor integration is enhanced with continued practice with small hand tools and manipulation and bending of wire.

ITEM 3-3

IDENTIFY COMMON TOOLS - ELECTRIC JIG SAW

Objective: Student will learn to identify and to understand the use of an electric jig saw.

Materials:

Electric jig saw	Sander	Polisher
Electric rotary saw	Drill	Pieces of plywood.

Suggested Performance Criteria: Student will identify the electric jig saw from a group of electric hand tools 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Take student on a "field trip" to the local (high school) woodshop.
2. Shop person will name and explain the parts and functions of various electric hand tools including the jig saw and rotary saw.
3. Demonstrate and discuss safety rules.
4. Shop person will demonstrate use of jig saw cutting a straight line, a curved line and a circle.
5. Review original SSSQ item.

Specific Student Activities: Student will match pictures of tools with cards showing their function (i.e. hand drill—round hole in board). Students will discuss each electric tool and its function.

ITEM 3-3

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective: Develop focused attention and visual discrimination skills.

Performance Behavior: Use cognitive skills to discriminate and to understand use of electric hand tool.

Cognitive Process Strategies: Proper discrimination and recognition of various electric hand tools.

Understanding their functions.

ITEM 3-4

IDENTIFICATION AND USE OF COMMON HAND TOOLS - CROW BAR

Objective: Student will learn to identify and to use a crow bar.

Materials: Crow bar Monkey wrench Crescent wrench Scrap boards and nails.

Suggested Performance Criteria: Student will identify the crow bar from a group of hand tools and demonstrate appropriate use when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out all hand tools on the table.
2. Identify and explain the use of each hand tool.
3. Demonstrate the proper use of each tool.
4. Discuss safety rules including safety glasses/goggles.
5. Have student demonstrate proper use of the crow bar by prying apart two boards which have been nailed together.
6. Have student properly store the tools in their correct location in the shop and clean up work area.
7. Review original SSSQ item.

Specific Student Activities: Have students practice taking apart wooden crates or used shipping pallets and nailing them together again using curriculum 3-13.

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ITEM 3-4

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop focused attention, direction following, visual motor integration, hand, arm and shoulder strength, bimanual dexterity, balance and spatial relationships.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and visual motor skills by repeated use of the crow bar.
Cognitive Process Strategies:	Completion of the task involves attention and direction-following skills. Recognition and discrimination of crow bar from a group of tools. Analysis of spatial relationships in prying apart nailed boards.
Sensori-Motor Strategies:	Muscle strengths in the hands, arms and shoulders are enhanced by continual use of a crow bar. Bimanual dexterity skills are required. Visual motor integration skills are evidenced with continued practice. Balance skills are needed in manipulating the crow bar to pry apart large nailed boards.

ITEM 3-5

IDENTIFY COMMON TOOLS - ELECTRIC ROTARY SAW

Objective: Student will learn to identify and to understand the use of an electric rotary saw.

Materials:
Electric jig saw
Electric rotary saw
Sander
Drill
Polisher
Pieces of plywood.

Suggested Performance Criteria: Student will identify the electric rotary saw from a group of electric hand tools 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Take student on a "field trip" to the local (high school) woodshop.
2. Shop person will name and explain the parts and functions of various electric hand tools including the jig saw and rotary saw.
3. Demonstrate and discuss safety rules.
4. Shop person will demonstrate use of jig saw cutting a straight line, a curved line and a circle.
5. Review original SSSQ item.

Specific Student Activities: Student will match pictures of tools with cards showing their function (i.e. hand drill—round hole in board). Students will discuss each electric tool and its function.

ITEM 3-5

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop focused attention and visual discrimination skills.
Performance Behavior:	Use cognitive skills to discriminate and to understand use of electric hand tool.
Cognitive Process Strategies:	Proper discrimination and recognition of various electric hand tools. Understanding their functions.

ITEM 3-6

IDENTIFICATION AND USE OF COMMON TOOLS - CRESCENT WRENCH

Objective: Student will learn to identify and to use crescent wrench appropriately.

Materials:
Hand lug wrench
Closed end wrench
Crescent wrench
¼" and ½" nuts
Open end wrench
Washers and bolts
A one inch wide 12 x 12 board with ¼" and ½" drilled holes.

Suggested Performance Criteria: Student will identify the crescent wrench from a group of small tools and demonstrate appropriate use when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out all tools on the table and name and explain the use of each tool.
2. Demonstrate the use of each wrench showing its unique features.
3. Have student imitate use of wrenches.
4. Have student select proper size wrench to fasten nuts, washers and bolts.
5. Have student practice assembling different sized nuts and bolts and select and name proper wrench being used.
6. Review original SSSQ item.

Specific Student Activities: Obtain junk parts from motors with various sized nuts and bolts to be disassembled and reassembled.

ITEM 3-6

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction following skills, bimanual dexterity and sensorimotor integration, size discrimination and spatial analysis.
Performance Behavior:	Demonstrate the ability to incorporate all of the skills in sensory and motor procedures in a given task requiring the use of a crescent wrench.
Cognitive Process Strategies:	The completion of the adjusted crescent wrench task involves attention and direction following skills. Perceptual discrimination is required for the recognition and selection of the crescent wrench from a group of hand tools. Proper discrimination of bolt, washer and nut size. An understanding of spatial relationships is required.
Sensori-Motor Strategies:	Muscle strength in the hand and forearm are enhanced with repeated use of the crescent wrench. Bimanual dexterity skills are used in assembling nuts and bolts. Visual motor integration is enhanced with continued practice using wrenches with different size nuts and bolts.

ITEM 3-7

IDENTIFICATION AND USE OF COMMON HAND TOOLS - STAPLER

Objective: Student will learn to identify and to use a hand stapler appropriately.

Materials:

Various shop tools including a table saw
Cardboard and soft wood
Hydraulic jack
Hand stapler
Staples
String
Vice
Paper
Wire.

Suggested Performance Criteria: Student will identify the hand stapler from a group of small tools and demonstrate use of the hand stapler when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out all tools on the table.
2. Name and explain the use of each tool.
3. Have student identify stapler from a group of tools.
4. Demonstrate the use of the hand stapler.
5. Discuss safety rules regarding use of the stapler including safety glasses/goggles.
6. Have student imitate use of stapler by stapling two pieces of paper or cardboard together.
7. Have student make a mobile by cutting cardboard and paper shapes to be stapled together with string or wire.
8. Fold and cut sheets of paper. Combine 5 or more sheets, making sure edges are straight and even; staple together. Other office related stapling tasks can be completed.
9. Staple paper or cardboard sections onto a wooden board.
10. Review original SSSQ item.

Specific Student Activities:

Staple thin strips of molding veneer wood together to form a frame.

Select a piece of fabric, stretch over the frame and staple on backside strips to form a picture.

ITEM 3-7

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, bimanual dexterity, spatial analysis, sensorimotor integration.
Performance Behavior:	Demonstrate the ability to incorporate all of the sensorimotor processes involved in the accomplishment of a given task using a hand stapler.
Cognitive Process Strategies:	Completion of the stapling task involves attention and direction following skills. Perceptual discrimination is required in recognition of the stapler from a group of tools. An understanding of spatial relationships is required.
Sensori-Motor Strategies:	Muscle strength in the hand and forearm are enhanced with repeated use of the stapler. Bimanual dexterity skills are used in the assembly of mobiles, picture frame, and stapled packets. Visual motor integration is enhanced with continued practice with the hand stapler as well as the cutting of shapes with scissors.

ITEM 3-8

IDENTIFYING WORK VEHICLES

Objective: Student will learn to identify and to describe the function of a fork lift.

Materials: Pictures of common work vehicles such as a tractor, dump truck, grader, semi-trailer and a fork lift.

Suggested Performance Criteria: Student will identify and describe the function of the fork lift from a group of work vehicles 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Name and explain the function of various work vehicles with pictures.
2. Student will participate in field trips to construction sites, warehouses, moving companies, etc., to observe and identify work vehicles.
3. Review original SSSQ item.

Specific Student Activities:

Have student match pictures of work vehicles to function

Can use model of work vehicles for identification and demonstration.

ITEM 3-8

COGNITIVE SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, perceptual discrimination, and understanding of functions.
Performance Behavior:	Demonstrate the ability to follow directions and to discriminate different among work vehicles.
Cognitive Process Strategies:	Attention and direction-following skills are involved in naming and matching work vehicles and their function. Perceptual discrimination is required for the recognition of the fork lift.

ITEM 3-9 IDENTIFICATION AND USE OF COMMON HAND TOOLS - ELECTRIC HAND DRILL

Objective: Student will learn to identify and to use a hand drill appropriately.

Materials:

Wood plane
Screwdriver
Electric hand drill
Scrap pieces of wood
Electric jig saw
Plastic or aluminum

Suggested Performance Criteria: Student will identify the hand drill from a group of hand tools and demonstrate appropriate use of drill with close supervision when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out all tools on the table and name and explain the use of each tool.
2. Demonstrate the use of the drill with various materials. The speed of rotation is varied (high for wood, slow for plastic).
3. Student will identify the drill and the various parts including drill bit, chuck and chuck key.
4. Demonstrate and explain the use of various sized drill bits and how to change them.
5. Discuss safety features and procedures in using a drill including use of safety glasses/goggles.
6. Student will demonstrate, with close supervision, the use of the drill by installing the bit, tightening with chuck key, and drilling holes in wood using different sized bits.
7. Review original SSSQ item.

Specific Student Activities: Student will use drill with different sized bits to drill holes through various materials such as plastic and aluminum. Student will align two sheets of aluminum or two sheets of plywood and drill two holes and connect with the appropriate size nuts and bolts. Repeat with three holes.

ITEM 3-9

COGNITIVE SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, sequencing and organizational skills, spatial analysis, bimanual dexterity, sensorimotor integration and size discrimination.
Performance Behavior:	Demonstrate the ability to incorporate all of the skills in the cognitive and sensorimotor processes in a given task requiring the use of a hand drill.
Cognitive Process Strategies:	Direction following skills are enhanced by the completion of tasks using a hand drill. Sequencing and organizational skills are required in drilling a series of holes. Perceptual discrimination and spatial analysis are required for the recognition and selection of proper bit sizes, nuts and bolts, and alignment of drill holes.
Sensori-Motor Strategies:	Muscle strength in hands, forearms and shoulders are enhanced with repeated use of the hand drill. Bimanual dexterity skills are extensively used in the task. Visual motor integration skills are required and enhanced with continued practice using a hand drill assembling materials with different sized nuts and bolts.

ITEM 3-10

IDENTIFICATION AND UNDERSTANDING OF COMMON TOOLS - AXE

Objective: Student will learn to identify and to understand the use of an axe.

Materials: Axe Hand saw Hack saw Crow bar Functional pictures

Suggested Performance Criteria: Student will identify the axe from a group of hand tools 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all hand tools on the table. Identify and explain the use of each hand tool.
2. Show functional pictures (i.e., cut tree, cut pipe) and have student match tool with function.
3. Discuss safety rules.
4. Have student properly clean and store tools in the correct location in the shop.
5. Review the original SSSQ item.

Specific Student Activities: Instructor will demonstrate proper use of axe in chopping and splitting logs for the fireplace.

ITEM 10

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop focused attention and visual-discrimination skills.
Performance Behavior:	Use cognitive skills to discriminate and to understand use of axe.
Cognitive Process Strategies:	Proper discrimination and recognition of various hand cutting tools. Understanding their functions.

ITEM 3-11

IDENTIFICATION AND USE OF COMMON TOOL - LEVEL

Objective: Student will learn to identify and to demonstrate the use of the level.

Materials: Tape measure   Level   Stapler   Folding ruler   Scrap lumber to make a small table

Suggested Performance Criteria: Student will identify the level from a group of hand tools and independently demonstrate the use of level when requested by the instructor for 5 days.

Teacher Strategies:

1. Name and demonstrate the function of each tool.
2. Student will identify and imitate use of tools.
3. Demonstrate use of the level both on a vertical and horizontal surface.
4. Different size boards can be used to illustrate the technique of leveling a surface.
5. Review the original SSSQ item.

Specific Student Activities: Student will construct a small table using scrap lumber and hammer and nails. Follow curriculum procedures specified in 3-13. The level is used on the legs for a vertical surface and on the table top for a horizontal surface. A file or sand paper may be used to even the length of the table legs.

ITEM 3-11

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, sequencing and organization, analysis of spatial relationships, size discrimination, bimanual dexterity and sensorimotor integration.
Performance Behavior:	Demonstrate the ability to incorporate all of the skills in the cognitive and sensorimotor procedures in a given task requiring the use of the level.
Cognitive Process Strategies:	Focused attention and direction following skills are involved in a task requiring the use of a level. Perceptual discrmination is required for the recognition and selection of the level, as well as the alignment of the bubble in the level, both horizontally and vertically. Analysis of spatial relationships are required in the use of the level. Sequencing and organizational skills are employed in completing a given task using a level.
Sensori-Motor Strategies:	Bimanual dexterity and visual motor integration skills are used in manipulating the level horizontally and vertically. Perceptive/kinesthetic skills are enhanced with continued practice using the level. Persistant control with carefully regulated hand movements and steadiness are essential.

ITEM 3-12

IDENTIFICATION AND USE OF COMMON HAND TOOLS - HEDGE TRIMMER

Objective: Student will learn to identify and to demonstrate proper use of a hedge trimmer.

Materials: Various cutting tools including wire cutter Scissors Grass clipper Hedge trimmer

Suggested Performance Criteria: Student will identify at least four different cutting tools and demonstrate use of a hedge trimmer when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out four different cutting tools on the table. Show each tool to the student and say the name (i.e. wire cutter, trimmer).
2. Point out the important parts of each cutting tool such as handle, blade and how it differs in shape, movement and function.
3. Illustrate the use of each cutting tool such as cutting a wire, trimming grass, cutting paper, trimming a hedge. Emphasize the hazzards and safety rules in using cutting tools.
4. Demonstrate the different horizontal, verticle, and angular positions for trimming.
5. Have student imitate the use of each cutting tool by snipping wire to a desired length.
6. Use scissors to cut construction paper strips into 6" wide "grass paper." Cut 25 pieces of string with scissors, varying lengths 4 to 8 inches.
7. Take the precut paper grass strips; glue folded bottom edge to another sheet of construction paper forming an upright paper hedge. Student will select hedge trimmer or grass clipper and trim "grass" to a desired length.
8. Take precut lengths of string and glue to edge of construction paper. Student will select appropriate tool to trim string to a desired length.
9. If natural hedge or grass is available, have student demonstrate proper use of gardening tools. The use of dead or trimmed branches or throw-aways from a local nursery are excellent for student practice.
10. Review original SSSQ item.

Specific Student Activities:

Student will identify each cutting tool.

Tour a local park or wood and identify vegetation that can be trimmed with different gardening tools.

ITEM 3-12

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop focused attention, direction following, visual motor integration, hand, arm and shoulder strength, bimanual dexterity, and spatial relationships.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and visual motor skills by repeated use of the hedge trimmer.
Cognitive Process Strategies:	Completion of the task involves attention and direction following skills. Recognition and discrimination of the hedge trimmer from a group of tools. Analysis of spatial relationships in trimming a hedge evenly.
Sensori-Motor Strategies:	Muscle strength in the hands, arms and shoulders enhanced by continual use of the hedge trimmer. Bimanual dexterity skills are required. Visual motor integration skills are evidenced with continued practice.

ITEM 3-13

IDENTIFICATION AND USE OF COMMON HAND TOOLS - HAMMERS

Objective: Student will learn to identify and to use correct hammer to drive and remove a nail.

Materials:

Ball-pein hammer
Rubber mallet
Claw-head hammer
Varied size nails
Plastic-head molding hammer
Tacks with different heads
Hard (oak) and soft (pine) wood of varied size and thickness (¼" x ½", 2" x 4")

Suggested Performance Criteria: Student will identify four different hammers for a specific use and demonstrate driving nails in designated marked spots. Student will demonstrate use of the claw-head to pull out partially driven nail from a wood plank when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out four different hammers on the work bench. Show each hammer to the student and say the name (i.e., claw hammer). The intent is to associate a specific name with each tool.
2. Point out the important parts of the claw hammer and how they differ in shape, material, and function.
3. Illustrate the use of the claw hammer. Holding a one-penny nail in the nonpreffered hand in a prehensile index finger-thumb grip and holding the hammer close to the hand, gently strike the nail-head twice.
4. Remove hand from nail, grip hammer near the end of its handle, and strike nail until it is driven into board.
5. Have the student imitate the same use of the hammer and nail. Assist when necessary.
6. Have the student independently initiate the use of the hammer by attaching two small boards together made of scrap lumber.
7. Have the student drive a set of five nails in premarked spots.
8. Have the student use a ruler to mark five spots 5 inches apart and drive a nail into each spot.
9. Demonstrate the extraction of a nail from a board with the claw-head hammer.
10. Have the student imitate the same use of the claw-head to pull out the nail.
11. Have the student properly store the tools in their correct location in the shop.
12. Review original SSSQ item.

Specific Student Activities:

Student will identify each hand hammer by name from a group of tools.
Student will name and explain the various parts and uses of the hammer.
Student will demonstrate the proper use of the hammer by driving nails in a board.
Student will demonstrate the proper use of the hammer by extracting a nail from a board.
Student will demonstrate the proper storage of hand tools.

ITEM 3-13

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction following skills, muscle strength, and motor integration.
Performance Behavior:	Demonstrate ability to incorporate all of the skills and sensorimotor processes involved in a given task requiring the use of a hammer.
Cognitive Process Strategies:	Proper discrimination of nail size, hammer type and size material to complete the task required. The completion of the task involves both attention and direction-following skills.
Sensori-Motor Strategies:	Muscle strengths in the hands, forearms and shoulders are enhanced with repeated use of the hammer. The removal of nails also requires muscle strength. The greater size of the nail and hardness and thickness of wood can be used to vary the strength required. Bimanual dexterity skills are required for driving and removing a nail. The hammer can be used to drive a nail in both a vertical as well as a horizontal plane. Practice with progressively smaller size nails enhances visual motor integration. Visual-spatial analysis is required to assemble materials according to a prototype design. A simple design may consist of two boards and progressively increase in complexity to a trellis. The spacing of the materials on the trellis should be consistent and at the same angle.

ITEM 3-14

IDENTIFICATION AND USE OF COMMON HAND TOOLS - SCREWDRIVER

Objective: Student will learn to identify and to demonstrate the use of different types of screwdrivers with a specified screw.

Materials:

Slot head screwdriver	Phillips screwdriver	Hand socket wrench and other hand tools
Door hinges	Woodscrews and scrap wood	

Suggested Performance Criteria: Student will identify the phillips screwdriver from a group of hand tools and independently demonstrate use of a phillips head screwdriver in fastening a door hinge when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out different types and sizes of screw drivers and other hand tools on work bench.
2. Identify and explain the use of each tool emphasizing the appropriate use of different type screwdrivers and match the correct tool with a specific screw head size and type.
3. Have student identify each tool by name including the phillips head.
4. Have student select proper size and head type screw and match with correct screwdriver and drill hole size.
5. Have student drill proper size hole in a board following guideleines for curriculum (see item 3-9).
6. Have student appropriately insert screw into hole.
7. Have student withdraw screw from hole.
8. Review original SSSQ item.

Specific Student Activities: Student will drill holes in two boards and assemble a door hinge using screws and screwdriver. The two boards simulate the movement of a door.

ITEM 3-14

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop attention and direction-following skills, recognition and discrimination, sequencing and organization, analysis of spatial relationships, bimanual dexterity and sensorimotor integration and size discrimination.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor procedures in a given task using a screwdriver.
Cognitive Process Strategies:	The completion of tasks using a screw driver involves attention and direction-following skills. Perceptual discrimination is required for the recognition and selection of proper tools matched with screw head type and size. Sequencing and organizational skills are required in completing a task which involves selecting materials, drilling correct sized holes, matching and inserting correct sized screws with correct tool, and aligning a door hinge.
Sensori-Motor Strategies:	Muscle strengths in the hand, wrist and forearm are enhanced with repeated use of the screwdriver. Bimanual dexterity and visual motor integration skills are used in assembling and aligning the door hinges.

ITEM 3-15

IDENTIFICATION AND USE OF COMMON HAND TOOLS - HACK SAW

Objective: Student will learn to identify and to use a hack saw appropriately.

Materials:

Cross cut saw
Grease pencil
Scrap metal or pipe
Coping saw
Metal tubing
Drill and drill bits
Hack saw
Wire
Miter box saw
Wire cutters

Suggested Performance Criteria: Student will identify the hack saw from a group of hand saws and demonstrate appropriate use of the hack saw when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out different types of hand saws on a work bench.
2. Identify, explain, and demonstrate the functions of each saw emphasizing the unique features of each saw blade.
3. Have student identify by name each tool including the hack saw.
4. Have student select the proper saw to cut a piece of metal, using a grease pencil to mark cutting point.
5. Student will cut material in a straight line.
6. Review original SSSQ item.

Specific Student Activities: Student will complete a task using metal or copper tubing to form wind chimes. For example, the ends of the metal tube cut to varying lengths are drilled to insert a suspension wire.
Other curriculum guidelines (see item 3-24) can be combined on this activity.

ITEM 3-15

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, recognition and discrimination, sequencing and organization, bimanual dexterity, size discrimination, and spatial analysis.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor processes in a given task requiring the use of the hack saw.
Cognitive Process Strategies:	The performance of cutting metal with a hadck saw involves attention and direction following skills. Perceptual discrimination is used to mark the cutting point on the pipe. An understanding of spatial relationships is needed in completion of the wind chime task.
Sensori-Motor Strategies:	Muscle strengths in the hand and forearm are enhanced with repeated use of the hack saw. Bimanual dexterity and visual motor skills are involved in cutting a straight line with a hacksaw.

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ITEM 3-16

IDENTIFICATION AND USE OF COMMON HAND TOOLS - (ALLEN) KEY SET WRENCH

Objective: Student will learn to identify and to use (Allen) set wrench appropriately.

Materials:

- Various size (Allen) key set wrenches
- Hex Head bolts
- Open end wrenches
- Channel back wrench
- Allen head and slot head screw driver
- Various size key set bolts and nuts
- Hex head bolts
- Crescent wrench
- Monkey wrench
- Two sheets of wood or metal with drilled holes of various sizes

Suggested Performance Criteria: Student will identify and demonstrate the use of the (Allen) key set wrench when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out different types and sizes of hand wrenches on a work bench.
2. Identify, explain, and demonstrate the functions of each wrench emphasizing the unique features of each.
3. Have student identify by name each tool including (Allen) key set wrench.
4. Use various size nuts and bolts with pre-drilled holes of various sizes. Insert appropriate size nut in hole; select correct size nut to fit key set bolt; select correct size open-end wrench for nut and key set wrench to fit bolt and tighten.
5. Have student imitate the selection, matching, and assemblying of different size nuts and bolts with appropriately sized open-end and (Allen) key set wrenches.
6. Mix together various types and sizes of bolts, dey set, hex head, allen head, slot head. Demonstrate matching correct size nut, bolt and wrench to fasten together the two sheets of wood or metal.
7. Have student imitate assembly of two pieces of wood or metal, aligning holes to allow placement of bolt.
8. Review original SSSQ item.

Specific Student Activities: Student will make and assemble wooden frames by designated area on four pieces of wood frame by marking and drilling for different sizes. Student selects proper size and type nuts and bolts to assemble the wooden frame. More advanced students may extend this activity to make a bench or chair.

ITEM 3-16

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, matching, discrimination, spatial analysis, size alignment bimanual dexterity.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor procedures in a given task requiring the use of various size (Allen) key set wrenches.
Cognitive Process Strategies:	The performance of fastening nuts and bolts involves attention and direction-following skills. Perceptual discrimination is used to select the proper size materials and to match tools with materials. Spatial analysis is required to align the materials for construction. Directionality is involved in removing or fastening nuts and bolts.
Sensori-Motor Strategies:	Bimanual dexterity and visual motor skills are enhanced with practice and use of wrenches to fasten nuts and bolts. Manual diligence and persistant control are required for a repetitive assembly task.

ITEM 3-17 **IDENTIFICATION AND USE OF COMMON HAND TOOLS - (SPARK-PLUG) SOCKET WRENCHES**

Objective: Student will learn to identify and to use socket wrenches appropriately.

Materials:

Various size socket wrenches	crescent wrench	open-end wrench
Various size nuts and bolts	junk motor parts	outside micrometer

Suggested Performance Criteria: Student will identify and use socket wrenches when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out various hand tools including socket wrenches, crescent wrench, open-end wrench and outside callipers as a work bench.
2. Say the name of each tool and demonstrate its use.
3. Have student manipulate each tool and recognize the essential parts.
4. Instruct the student to select the proper tool from a group of tools. (Give me the socket wrench).
5. Demonstrate the advantages of using the various types of crescent wrenches. Use a small motor or junk parts which have nuts and bolts in a constructed area so that the use of a crescent wrench rather than an open end or crescent wrench is required.
6. Have student demonstrate proper use of socket wrench, crescent wrench and open-end wrench.
7. Review original SSSQ item.

Specific Student Activities: Student will disassemble and reassemble a small motor housing using a variety of hand tools including wrenches. These activities can be considered preliminary to instruction of automotive repair and machine shop.

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ITEM 3-17

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, size discrimination, spatial analysis, and bimanual dexterity skills.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor procedures in a given task requiring the use of socket wrenches.
Cognitive Process Strategies:	The removal and assembly of nuts and bolts involve attention and direction-following skills. Size discrimination, directionally match skills, and spatial analysis are involved in use of a socket wrench. Sequential organization, planning, and organization of materials are essential for disassembly and assembly of machine parts.
Sensori-Motor Strategies:	Bimanual dexterity and visual motor skills are enhanced with repeated use of wrenches. Manual diligence, work tolerance, and persistant control are enhanced with the assembly of machine parts.

ITEM 3-18

IDENTIFICATION AND USE OF COMMON HAND TOOLS - CAR JACK AND TIRE LUG WRENCH

Objective: Student will learn to identify and to demonstrate an understanding of the functions of a car jack and a tire lug wrench.

Materials:

Old tire and rim
Lug bolts
Tire lug wrench
Car jack
Large boards

Suggested Performance Criteria: Student will identify, and demonstrate, and understand the functions of various tools used to change a tire when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out various tools including a car jack, lug wrench, crescent wrench, hammer, monkey wrench and hand drill.
2. Demonstrate the use of each tool; identify and explain the unique features of each tool.
3. Have student identify each tool by name.
4. Demonstrate use of tire lug wrench with old tire and rim by fastening and removing lug bolts.
5. Student imitates demonstrated use of tools.
6. Demonstrate use of car jack by elevating boards or other materials.
7. Student imitates demonstrated use of the jack.
8. Review original SSSQ item.

Specific Student Activities: Student will observe teacher and assist, when appropriate, in changing a tire. Safety precautions should be emphasized with correct placement and use of a jack under a car. The sequence of steps in changing a tire includes removal of hub caps, slight loosening of lug bolts, jacking up tire, complete loosening and removal of lug bolts.
Tour local gas station to observe a flat being fixed.

ITEM 3-18

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, spatial analysis, muscle strength and sequential organization skills.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor procedures in a given task requiring use of a car jack and tire lug wrench.
Cognitive Process Strategies:	This task requires relatively high level sequential cognitive skills and sufficient muscle power to loosen a lug tire bolt. The alignment of the car jack under the car involves spatial analysis and the capacity to anticipate the alternation of car weight and angel of shift when elevated off the springs. Close supervision is required with proper enforcement of safety procedures. The removal of a tire follows a designated sequence, and therefore sequential organization is involved.
Sensori-Motor Strategies:	Upper body and arm strengths sufficient to loosen a tire lug bolt are required. Bimanual dexterity and full range of body motion with stooping, crouching, and lifting, and arm coordination are involved in the task.

ITEM 3-19

IDENTIFICATION AND USE OF COMMON HAND TOOLS - WRENCHES

Objective: Student will learn to identify and to use a pair of tools (crescent wrench and monkey wrench) to loosen and fasten a pipe and fitting.

Materials:

- Crescent wrench
- Monkey wrench
- Threaded pipe
- Fitting vice

Suggested Performance Criteria: Student will identify and demonstrate use of tools to fix a leaky pipe when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out the materials to be used and identify each tool.
2. Demonstrate the use of the pipe tools by threading a pipe into a fitting using the wrenches.
3. Have student imitate the use of the pipe tools by tightening and then loosening the pipe and fitting.
4. Show use of pipes and fittings for plumbing and heating.
5. Give a work situation such as a leaking sink and have student select appropriate tools and materials from a wide selection of items.
6. Review original SSSQ item.

Specific Student Activities:

Have student assemble various pipes and fitting to make an abstract and interesting form.

Tour a plumbing shop with a demonstration and discussion by a plumber.

ITEM 3-19

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, eye-hand training, coordination, bimanual dexterity, directionality and muscle strength.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor procedures in a given task requiring the use of various plumbing tools.
Cognitive Process Strategies:	The use of wrenches and pipe fitting involves direction following skills, spatial, conceptual skills and organizational skills. Perceptual discrimination in fitting different size pipe with fittig, adjustment of wrenches and alignment are also involved.
Sensori-Motor Strategies:	Bimanual dexterity and visual motor skills are enhanced with practice and use of wrenches to fasten nuts and bolts. Manual diligence and persistant control are required for a repetitive assembly task.

ITEM 3-20 **IDENTIFICATION AND USE OF COMMON HAND TOOLS - WIRE CUTTER AND SCREW DRIVER**

Objective: Student will learn to identify and to use tools to fix an electric outlet appropriately.

Materials:
Pieces of wire
Spare electric socket
Wire cutters
Screw driver
A piece of dry board or wood

Suggested Performance Criteria: Student will identify and demonstrate the use of wire cutters and screw driver to repair electrical fixture when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out a variety of tools on a work bench including a wire cutter, pliers, different strands of colored wire, and a wall light switch.
2. Name and explain the parts and use of each hand tool and the function of the electrical switch.
3. Demonstrate and discuss safety rules of electrical circuits (i.e., make sure electricity is off).
4. Have student identify and name the tools and the essential parts of the electrical switch.
5. Instruct student by proper sequence of hooking up electrical wires to the switch.
6. Have a student imitate the procedure several times.
7. Have student properly store tools in the shop and clean up his area.
8. Review original SSSQ item.

Specific Student Activities: Student will demonstrate the proper hookup of electrical wiring with switches, lights, and batteries. (Obtain material from a local electronic supply store.

ITEM 3-20

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop focused attention, direction-following, sequential organization and eye-hand coordination.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive skills and sensorimotor processes required in fixing an electric outlet.
Cognitive Process Strategies:	The completion of the task involves attention direction following and sequential followig skills.
Sensori-Motor Strategies:	Visual motor integration is enhanced by continued practice with small hand tools and the manipulation and bending of wire. Bimanual dexterity skills are used in snipping wire.

ITEM 3-21 IDENTIFICATION AND USE OF COMMON HAND TOOLS - WOOD PLANE AND SCREW DRIVER

Objective: Student will learn to identify and to demonstrate appropriate use of wood plane and screw driver.

Materials: Wood plane Screw driver 2x4 pine wood Wood vice

Suggested Performance Criteria: Student will identify and demonstrate proper use of wood and screw driver when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out a variety of hand tools on the work bench.
2. Show each of the tools to the student and identify its essential parts and functions emphasizing safety procedures.
3. Have the student select the proper tools to smooth an edge of a wood plank.
4. Demonstrate proper motions for planning a wood surface. Emphasize the importance of the blade adjustment.
5. Have student imitate the proper procedure for planning a wood surface.
6. Review original SSSQ item.

Specific Student Activities: Cross reference to previous tool objectives (3-11, 3-13, 3-14, 3016) and have student construct a table using wood, nails, hammer, level, screw driver and plane. Finished item will be trimmed and smoothed using the plane.

Fasten a hinge on a wooden plank using a drill, wood screws, and screw driver making a small imitation door. Cross reference to items 3-9, 3-14.

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ITEM 3-21

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, organizational skills, analysis of spatial relationships, bimanual dexterity, upper body coordination and integration and persistent control.
Performance Behavior:	Demonstrate the ability to incorporate all of the skills in the cognitive and sensorimotor procedures in a given task requiring use of the hand plane and screw driver.
Cognitive Process Strategies:	Focused attention and direction-following skills are involved in a task requiring the use of a screw driver and a plane. Analysis of spatial relationship with reference to movement of the body is involved in assembling a door hinge. Organizational skills are required in completing a given task using a hand level.
Sensori-Motor Strategies:	Bimanual dexterity and visual-motor integration skills are used in handling the wood plane and screw driver. Proprioceptive/kinesthetic skills are enhanced with continued practice using the hand plane. Persistent control with carefully regulated hand movements and steadiness are essential.

ITEM 3-22

IDENTIFICATION AND USE OF COMMON HAND TOOLS - HACK SAW AND METAL FILE

Objective: Student will learn to identify and to use a hack saw and metal file appropriately.

Materials:

Hack saw
Metal drill bit
Monkey wrench
Wire
Metal file
Metal tubing
Level vice plane
Pipe
Scrap iron
Scrap aluminum
Grease pencil

Suggested Performance Criteria: Student will identify and demonstrate use of a hack saw and metal file when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out all materials on the work bench.
2. Show each tool to the student and identify its essential parts and functions, emphasizing safety procedures.
3. Have student select the proper tools to mark, to cut, and to smooth soft aluminum and iron.
4. Demonstrate proper method for cutting metal with the hack saw and smoothing the metal with the file.
5. Have student imitate proper procedure for cutting and smoothing scrap metal or pipe using the hack saw and the metal file.
6. Review original SSSQ item.

Specific Student Activities: Student will complete a task using a metal pipe and fitting to match a designated length.
Other curriculum guidelines (3-15 and 3-24) can be combined with this activity to complete a given task such as wind chimes.

ITEM 3-22

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, organizational skills, cognition and discrimination, and bimanual dexterity.
Performance Behavior:	Demonstrate the ability to incorporate all of the cognitive and sensorimotor processes in a given task requiring the use of the hack saw and metal file.
Cognitive Process Strategies:	The performance of cutting metal with a hack saw requires attention and direction-following skills. Perceptual discrimination is used to mark a cutting point of the pipe.
Sensori-Motor Strategies:	Muscle strengths in hand and forearm are enhanced with repeated use of the hack saw and file. Bimanual dexterity and visual motor skills are involved in cutting a straight line with a hack saw and in filing the metal. Tactual and kinesthetic awareness and fine motor control are enhanced with these activities.

ITEM 3-23

IDENTIFICATION AND USE OF COMMON HAND TOOLS - METAL DRILL BIT

Objective: Student will learn to identify and to demonstrate use of a metal drill bit.

Materials:

Aluminum or soft metal
Iron or hard metal
Drill
Wood drill bit
Metal drill bit
Oil
Goggles
Hammer
Punch

Suggested Performance Criteria: Student will identify and demonstrate appropriate use of the metal drill bit when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out a variety of drill bits, drill, and other tools on the work bench.
2. Demonstrate the use of each drill bit by drilling holes in wood and plastic. Emphasize the different speeds used for different materials (i.e. slow speed for hard metal, fast speed for soft metal).
3. Student will identify the metal drill bit from a variety of tools including the drill, chuck and chuck key.
4. Discuss safety features and procedures in using a drill including use of safety glasses/goggles.
5. Student will demonstrate, with class supervision, the use of the drill by installing the metal drill bit, heightening with the chuck key, and drilling holes in both soft and hard metal.
6. Review original SSSQ item.

Specific Student Activities:

If available, use a drill press for drilling holes in different metals altering the speed as necessary.

Drill holes and make threads using a tap.

ITEM 3-23

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following skills, sequencing and organizational skills, spatial analysis, bimanual dexterity, sensorimotor intergration and size discrimination.
Performance Behavior:	Demonstrate the ability to incorporate all of the skills in the cognitive and sensorimotor processes in a given task requiring the use of a hand drill.
Cognitive Process Strategies:	Direction-following skills are enhanced by the completion of tasks using a hand drill. Sequencing and organizational skills are required in drilling a series of holes. Perceptual discrimination and spatial analysis is required for the recognition and selection of proper bit sizes, nuts and bolts, and alignment of drill holes.
Sensori-Motor Strategies:	Muscle strengths in hands, forearms and shoulders are enhanced with repeated use of the hand drill. Bimanual dexterity skills are extensively used in the task. Visual motor integration skills are required and enhanced with continued practice using a hand drill assemblying materials with different sized nuts and bolts.

ITEM 3-24

IDENTIFICATION AND USE OF COMMON HAND TOOLS - CALIPER

Objective: Student will learn to identify and to demonstrate use of inside and outside caliper.

Materials:

Inside caliper
Outside caliper
Pieces of different sized metal pipe or tubing
Other drafting materials
Ruler
Compass

Suggested Performance Criteria: Student will identify and demonstrate appropriate use of the inside and outside caliper when requested by the instructor for 5 days.

Teacher Strategies:

1. Lay out inside and outside calipers, compass, metal pipe and tubing on the work bench.
2. Demonstrate use of the caliper by varying the width of the marker to correspond to 1" on the ruler. Change width to ½", ⅜", & 5/16".
3. Have student demonstarte use of caliper by varying width to correspond to designated distances on the ruler. (Careful alignment of the end points of the caliper is important.)
4. Repeat the procedure with the outside diameter caliper.
5. Demonstrate the measurement of a pipe using the inside and outside caliper.
6. Student will imitate measurement of inside and outside of various size pipes with focus on making sensitive adjustment of the inside and outside caliper.
7. Progressively finer and more accurate measures can be made using different diameter sized pipes (i.e. 1/32 accuracy.)
8. Review original SSSQ item.

Specific Student Activities:

Using an assortment of different sized pipes and fittings, measure both the inside and outside diameters for fitting them together.
Using an old engine, measure the inside and outside of piston, cylinder and other parts.

ITEM 3-24

COGNITIVE AND SENSORIMOTOR PROCESS STRATEGY TRAINING

Objective:	Develop direction-following, use of measurement instruments, organizational skills, analysis of spatial relationships, bimanual dexterity, eye-hand coordination and tactual discrimination.
Performance Behavior:	Demonstrate the ability to integrate cognitive and sensorimotor coordination skills necessary to use calipers.
Cognitive Process Strategies:	Ability to use a ruler and make fine discriminations of measurements including ½", ¼", ⅛", 1/16", 1/32". Perception of spatial relationships.
Sensori-Motor Strategies:	Technical discrimination is necessary to make sensitive adjustments of caliper to measure inside and outside diameter of a pipe accurately. Accurate eye-hand coordination and bimanual dexterity are necessary. Visual acuity to read fine measurements on a ruler.

4. Domestic Management

ITEM 4-1

CAN OPENER

Objective: Student will learn to select and to use a can opener appropriately.

Materials:

Cans	Punch type can opener	Knife
Manual and electric can opener		Peeler

Suggested Performance Criteria: For 5 days, student will select and appropriately use a can opener when requested by the teacher.

Teacher Strategies:

1. Place manual, electric and punch-type can openers, a knife, and a potato peeler on table in front of the students.
2. Explain and identify each item and its functions.
3. Demonstrate opening cans/bottles with each type of can opener.
4. Discuss safety rules involved in using can/bottle openers.
5. The studont will practice opening cans with the different openers.
6. Have the student participate in preparing a simple vegetable dish such as beans or peas. Student will select the proper utensil from a group of kitchen tools to open a can.
7. Review original SSSQ item.

Specific Student Activities:

Have the student help where appropriate, either at school or at home, in opening cans.
With supervision as needed, have the student participate in preparing a simple vegetable dish such as canned green peas. Student will select the proper utensil from a group of kitchen tools to open a can.
Have the student make a set of 3 canisters using 3 different sized coffee cans (small to large). Have the student remove the top of the can with a can opener and empty coffee into plastic bag or container. Decorate the outside of the cans. Use plastic lid for the top. Cross reference to SSSQ items: small/large, top/bottom, and inside/outside. (See Items 1-15, 1-21, 1-24).

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ITEM 4-2

SIFTER

Objective: Student will learn to identify and to use a sifter with the appropriate ingredients.

Materials:

Shortening
Flour
Rice
Popcorn
Cereal
Sifter
Sugar
Eggs
Cake pan
Bowl
Baking soda
Spoon

Suggested Performance Criteria: For 5 days, the student will select and use the sifter with appropriate ingredients when requested to do so by the teacher.

Teacher Strategies:

1. Place all the materials on the table before the student.
2. Pick up each item, read the label, and explain its uses.
3. Demonstrate the use of the sifter with the flour, baking soda and salt.
4. Have the student practice using the sifter, with assistance as needed.
5. Review original SSSQ item.

Specific Student Activities:

Have the student prepare a cake, biscuits, cookies and bread using the sifter appropriately.

Have student help at home with baking to give him more opportunities to use a sifter.

ITEM 4-3

GRATER

Objective: Student will learn to select and to use a grater appropriately.

Materials:
Carrots
Cheese
Grater
Colander
Bread
Bowl
Lettuce
Potatoes

Suggested Performance Criteria: For 5 days, student will select and appropriately use a grater when requested to do so by the teacher.

Teacher Strategies:

1. Place a grater, bowl and foods on the table in front of the student.
2. Explain and identify each item and their functions.
3. Demonstrate using the grater with carrots, potatoes and cheese, explaining the different size holes on the grater.
4. Discuss safety rules in using the grater and demonstrate proper handling of it.
5. Demonstrate the types of foods that can be grated and those, like bread, that cannot be grated.
6. Have the student practice grating the carrots and cheese using different sizes on the grater.
7. Review original SSSQ item.

Specific Student Activities:
Student will participate in preparing cheese toast by grating the cheese.
Use picture/word-coded recipe to prepare a simple salad (cabbage and carrot salad). Place needed ingredients on the table along with several utensils. Ask student to grate the salad.

ITEM 4-4

DICING

Objective: Student will learn the concept of dicing and will discriminate among dicing, slicing and cutting.

Materials:

Knife
Cookies
Spoon
Peeler
Potatoes
Cucumbers
Carrots

Suggested Performance Criteria: For 5 days, student will select the appropriate tool for dicing and will discriminate dicing from slicing or cutting as requested by the teacher.

Teacher Strategies:

1. Lay out all materials on the table and explain the unique characteristics of dicing, cutting and slicing.
2. Demonstrate the proper handling of a paring knife to dice, cut and slice using a potato, cucumber and carrot.
3. Discuss safety rules regarding the use of the knife.
4. A cookie can be used to demonstrate that all foods cannot be diced, cut, or sliced.
5. Student will select appropriate kitchen utensil from a group of kitchen items and the appropriate foods to dice.
6. Student will practice dicing, slicing, and cutting with supervision as needed.
7. Demonstrate and have student peel an apple or potato; section apple or potato into halves and quarters; slice into thin sections; and dice the apple or potato.
8. Review original SSSQ item.

Specific Student Activities:

Place a picture of diced carrots, a picture of potatoes cut for french fries and a picture of sliced tomatoes on the table. Ask the student to locate the vegetables that were diced, cut and sliced.

Place carrots in refrigerator; put grater and other utensils in a drawer in the cabinet; ask student to locate and assemble food items and utensils needed to prepare the recipe for carrots.

Use picture/word-coded recipe and have the student prepare a salad, dicing carrots, slicing cucumbers and cutting tomatoes.

ITEM 4-5

STORAGE OF FROZEN FOOD

Objective: Student will learn to select and to place the appropriate foods in the freezer.

Materials:

Can of pork and beans
6-pack of pop
Half-gallon ice cream
Package of egg noodles
2 bowls
Magazines

Suggested Performance Criteria: For 5 days, student will choose the appropriate foods to be placed in the freezer when requested to do so by the teacher.

Teacher Strategies:

1. Place all items on the table before the student.
2. Explain each item and discuss appropriate storage for each food.
3. Have the student place the foods where they belong (cupboard, refrigerator, freezer).
4. Have the student put the ice cream into 2 bowls. The student will put 1 bowl in the freezer and 1 bowl in the cupboard for 20 minutes.
5. Discuss the results of the demonstration with the student, explaining the different temperatures of the freezer and the cupboard (cross reference to Items 9-1 through 9-7). Use a thermometer to measure the temperature of the freezer, cupboard, and refrigerator.
6. Have the student cut out pictures of foods and match to a worksheet showing a freezer, cupboard and a refrigerator.
7. Review original SSSQ item.

Specific Student Activities: The student will make a list of foods that need to be frozen and make a card file for food storage.
Take the class on a shopping trip to purchase food items from a grocery list. After returning, ask the student to put the groceries away.

ITEM 4-6

STORAGE OF REFRIGERATED FOODS

Objective: Student will learn to select and to place the appropriate foods in the refrigerator.

Materials:

Box of sugar
Gallon of milk
Mayonnaise
6-pack of pop
Can of vegetables
Salt, coffee, ketchup
2 glasses
Magazines

Suggested Performance Criteria: For 5 days, student will choose the appropriate food items to be refrigerated when asked to do so by the teacher.

Teacher Strategies:

1. Place all the foods on the table before the student.
2. Explain and identify each food and its properties. Ask the student which one should be refrigerated.
3. Have the student fill 2 glasses with milk, putting one glass in the refrigerator and one in the cupboard for a 24-hour period.
4. Discuss with the class the results of the demonstration and have them taste or smell fresh and spoiled milk.
5. Discuss spoilage of foods with health consideration.
6. Have the student place all the foods in the appropriate place from the group of foods.
7. Review original SSSQ item.

Specific Student Activity: After shopping at a grocery store, ask the student to store the items in the proper storage areas. Gradually add different food items for storage.

ITEM 4-7

STORAGE OF REFRIGERATED FOODS

Objective: Student will learn to select and to place the appropriate foods in the refrigerator.

Materials:

Box of sugar	6-pack of pop	2 glasses
Gallon of milk	Can of vegetables	Magazines
Mayonnaise	Salt, coffee, ketchup	

Suggested Performance Criteria: For 5 days, student will choose the appropriate food items to be refrigerated when requested to do so by the teacher.

Teacher Strategies:

1. Place all the foods on the table before the student.
2. Explain and identify each food and its properties. Ask the student which one should be refrigerated.
3. Have the student fill 2 glasses with milk, putting one glass in the refrigerator and one in the cupboard for a 24-hour period.
4. Discuss with the class the results of the demonstration and have them taste or smell fresh and spoiled milk.
5. Discuss spoilage of foods with health consideration.
6. Have the student place all the foods in the appropriate place from the group of foods.
7. Review original SSSQ item.

Specific Student Activity: After shopping at a grocery store, ask the student to store the items in the proper storage areas. Gradually add different food items for storage.

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ITEM 4-8

RAW AND COOKED VEGETABLES

Objective: Student will learn to select the appropriate vegetables that need to be cooked and will learn to select vegetables that can be eaten raw.

Materials:

Celery	Carrots	Butter	Salad dressing
Lettuce	Potato	Salt	

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will choose the vegetables that need to be cooked and those that can be eaten raw.

Teacher Strategies:

1. Place all food on the table before the student.
2. Name each vegetable and ask the student if it can be eaten raw or needs to be cooked.
3. Have the student cut a bite from each vegetable and taste the vegetable raw. Discuss the taste and texture with the class.
4. Cook the potato and add butter and salt and repeat tasting exercise.
5. Make a salad with lettuce, celery, carrots, and dressing and repeat tasting exercise.
6. Students will discuss the differences between the vegetables they tasted.
7. Have the students make a list of vegetables that can be eaten raw and those that need to be cooked and match to pictures of the vegetable.
8. Review original SSSQ item.

Specific Student Activity: Prepare a card file for raw and cooked vegetables.

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ITEM 4-9

IDENTIFYING BREAD-MAKING INGREDIENTS

Objective: Student will learn to identify and to use correct bread ingredients.

Materials:

- Yeast
- Milk
- Flour (all types)
- Salt
- Bread
- Sugar
- Catsup
- Mayonnaise
- Starch
- Bowl
- Mixer (spoons)

Suggested Performance Criteria: For 5 days, when asked to do so by the teacher, the student will select and identify the ingredients for making bread.

Teacher Strategies:

1. Lay out bread ingredients on the table. Name each ingredient.
2. Have student name each ingredient needed to make bread. Assist when necessary.
3. Discuss the different types of flour (self-rising, bread, unbleached, bleached) and how these are used Explain which flour needs to be sifted and which does not.
4. Explain steps in making simple bread recipe.
5. Student, with assistance, will select ingredients from a table to make bread (other ingredients such as catsup, mayonnaise, etc., will be on the table too).
6. Review original SSSQ item.

Specific Student Activity: The student will prepare and bake bread with assistance when needed using picture and coded card recipe.

ITEM 4-10

STOVE DIALS - HIGH HEAT

Objective:	Student will learn to identify and to use the stove dials for high heat setting.

Materials:

Stove with dials	Can of beans	Pan
Printed dials on paper	Cards with words (high, low, simmer and off)	

Suggested Performance Criteria: For 5 days, student will demonstrate correct dial settings (high) on the stove at teacher's request.

Teacher Strategies:

1. Provide student with printed cardboard dials showing high, low, medium, simmer and off.
2. Explain each setting and the temperatures.
3. Discuss properties of each setting by demonstrating with a pan of water.
4. Student will demonstrate by pointing to the different settings on a printed card of dials as the teacher calls them out.
5. Have student match cards word (high, medium, low, simmer and off) to printed dials on work sheets.
6. The student will identify the correct setting on a stove when requested by the teacher.
7. Review original SSSQ item.

Specific Student Activity:	Student will prepare a dish (can of beans) and appropriately set stove dial with assistance.

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ITEM 4-11

STOVE DIALS - LOW HEAT

Objective: Student will learn to identify and to use the stove dials for low heat setting.

Materials:

Stove with dials	Can of beans	Pan
Printed dials on paper	Cards with words (high, low, simmer and off)	

Suggested Performance Criteria: For 5 days, student will demonstrate correct dial settings (low) on the stove at teacher's request.

Teacher Strategies:

1. Provide student with printed cardboard dials showing high, low, medium, simmer and off.
2. Explain each setting and the temperatures.
3. Discuss properties of each setting by demonstrating with a pan of water.
4. Student will demonstrate by pointing to the different settings on a printed card of dials as the teacher calls them out.
5. Have student match cards word (high, medium, low, simmer and off) to printed dials on work sheets.
6. Student will identify the correct setting on a stove when requested by the teacher.
7. Review original SSSQ item.

Specific Student Activity: Student will prepare a dish (can of beans) and appropriately set stove dial with assistance.

ITEM 4-12

OVEN DIAL SETTING

Objective: Student will learn to identify and to use the oven dials.

Materials:

Oven dials on printed card
Cards with words (bake, broil, preheat, off)
Cookies (dough)
Cards with numbers (200, 250, 300, 350, 400, 450, off)
Pan
Oven

Suggested Performance Criteria: For 5 days, student will demonstrate correct dial settings on the oven at the teacher's request.

Teacher Strategies:

1. Provide student with printed dials showing settings on the oven (words and numbers).
2. Name and explain each setting.
3. Student will imitate by pointing to the different settings when requested by the teacher.
4. Student will explain setting.
5. Student will match words and number cards to printer dials.
6. Student will identify the dial settings on the oven.
7. Student will participate in making cookies and setting the oven dials correctly with teacher's assistance.
8. Review original SSSQ item.

Specific Student Activity: Student will make cookies and set oven dials correctly.

ITEM 4-13

NECK

Objective:	Student will learn to identify the neck on the body and on items of clothing.
Materials:	Shirts Pictures of men and women Blouses Dolls Pants Dress

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify the neck size on various items.

Teacher Strategies:

1. Lay out items of clothing on a table.
2. Name and explain the neck on the correct items.
3. Point and name the neck on a picture of a man, woman, and doll.
4. Student will imitate by pointing to the neck on the pictures of the man, woman, and doll.
5. Student will select the correct clothing from the table with a neck.
6. Review original SSSQ item.

Specific Student Activities:

Have students measure each others' neck sizes.

Take a field trip to a clothing store and have students try on appropriate size shirt or blouse.

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ITEM 4-14

CHEST

Objective: Student will learn to identify the chest or bust on the body and on items of clothing.

Materials: Shirts Pictures of men and women Blouses Dolls Pants Dress

Suggested Performance Criteria: For 5 days, student will identify the chest size when requested to do so by the teacher.

Teacher Strategies:

1. Lay out items of clothing on a table.
2. Name and explain the chest or bust using the clothing.
3. Student will identify clothing and point to and explain the chest or bust of the clothing.
4. Have the student point to and name the bust or chest on pictures of the man and a woman. This can also be done with the doll.
5. Review original SSSQ item.

Specific Student Activities:

Students will measure their own chest sizes.

Student will select item of clothing such as a blouse or shirt of appropriate size.

ITEM 4-15

WAIST

Objective: Student will learn to identify the waist on the body and on items of clothing.

Materials: Pants   Pictures of men and women   Belts of different sizes

Suggested Performance Criteria: For 5 days, student will identify the waist size when requested to do so by the teacher.

Teacher Strategies:

1. Identify and explain the waist using a pair of pants and pictures of a man and woman.
2. Student will imitate, identify, and explain the waist using the pants and the pictures of the man and woman.
3. At the teacher's request, the student will identify the waist of a classmate.
4. Review original SSSQ item.

Specific Student Activities:

Have students measure waist size.
Have a student select and try on pants.
Have student select an appropriately sized belt, discussing additional length needed for buckling.

ITEM 4-16

INSEAM

Objective: Student will learn to identify the inseam or inside of leg on the body and on clothing.

Materials: Pants Patterns Pictures of a man and woman

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify the inseam size.

Teacher Strategies:

1. Name and explain the inseam of a pair of pants.
2. Have student name the inseam on a pair of pants.
3. Student will identify inseam on a picture of man and woman.
4. Student will cut out patterns of pants and identify the inseam.
5. Review original SSSQ item.

Specific Student Activities:

Have students measure their own inseam length and measure length of inseam on a pair of pants.

Have student select appropriately sized pants with correct length inseam.

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ITEM 4-17

TOILET CLEANER

Objective:	Student will learn to identify and to use the correct cleaner for the toilet.

Materials:	Windex	Dynamo	Toilet brush	Drano	Vanish

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify and use the correct cleaner for the toilet.

Teacher Strategies:

1. Lay out all cleaner items (Windex, Dynamo, Drano and Vanish).
2. Name and explain the use of each cleaner.
3. Student will select and explain the toilet cleaner from a group of cleaners.
4. Demonstrate the use of the toilet cleaner by cleaning the toilet.
5. Review original SSSQ item.

Specific Student Activity:	Student will imitate the same use of the toilet cleaner.

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ITEM 4-18

DETERGENT

Objective: Student will learn to identify and to use detergent correctly.

Materials: Spic and Span Cheer Washer Comet Gerber cereal Clothes

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify and correctly use the detergent.

Teacher Strategies:

1. Lay out cleaning items (i.e., Spic & Span, Comet, Cheer) and Gerber cereal on a table.
2. Name and explain each item.
3. Student will then name and explain each item.
4. Student will take clothes and detergent to washer and use correctly with teacher's assistance.
5. Review original SSSQ item.

Specific Student Activity: Have student independently select proper detergent, measure needed quantity, select dials, and wash a load of clothes.

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ITEM 4-19

BLEACH

Objective: Student will learn to identify and to understand correct use of bleach.

Materials: Dark and white clothes Di-gel Bon Ami Clorox Prell Washer

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will correctly identify the use of bleach.

Teacher Strategies:

1. Lay out all the items (i.e., Clorox, Di-gel, Bon Ami, Prell) on the table.
2. Name and explain the use of each item.
3. Student will then name and explain each item.
4. Discuss caution of using bleach and possible damage to colored clothing.
5. Demonstrate the use of bleach in the washer with clothes that need bleaching.
6. Review original SSSQ item.

Specific Student Activity: Student will select and wash appropriate clothes using detergent (4-18) and bleach with teacher's assistance.

ITEM 4-20

WASHER DIALS - NORMAL CYCLE

Objective: Student will learn to identify and to use the dials on a washing machine.

Materials:

Printed washer dials	Printed cards (with cotton, wash & wear, dacron,
Clothes with labels	polyester, tumble dry, permanent press and knit)
Washer	Soap

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify and correctly use the normal-cycle dials on a washer.

Teacher Strategies:

1. Point to each setting on the printed dial cards, explaining each. Explain and match type of clothing to setting on dial.
2. Student will match word cards to printed washer dial card and name and explain each setting.
3. Demonstrate setting on the washer.
4. Students will select the clothes and set the dial correctly according to the clothing label.
5. Student will wash clothes combining 4-18 and 4-19 (detergent and bleach) with assistance as needed.
6. Review original SSSQ item.

Specific Student Activities:

Student will identify and use the washer dials according to the clothing labels.

Student will independently combine detergent (4-18), bleach (4-19), and use of dial to wash clothes.

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ITEM 4-21

WASHER DIALS - PERMANENT PRESS CYCLE

Objective: Student will learn to identify and to use the dials on a washing machine.

Materials:

Printed washer dials
Clothes with labels
Washer
Printed cards (with cotton, wash & wear, dacron, polyester, tumble dry, permanent press and knit)
Soap

Suggested Performance Criteria: For 5 days, student will identify and correctly use the permanent press dials on a washer when requested to do so by the teacher.

Teacher Strategies:

1. Point to each setting on the printed dial cards, explaining each. Explain and match type of clothing to setting on dial.
2. Student will match word cards to printed washer dial card and name and explain each setting.
3. Demonstrate setting on the washer.
4. Students will select the clothes and set the dial correctly according to the clothing label.
5. Student will wash clothes combining 4-18 and 4-19 (detergent and bleach) with assistance as needed.
6. Review original SSSQ item.

Specific Student Activities:

Student will identify and use the washer dials according to the clothing labels.

Student will independently combine detergent (4-18), bleach (4-19), and use of dial to wash clothes.

ITEM 4-22

WASHER DIALS

Objective: Student will learn to identify and to use the dials on a washing machine.

Materials:

- Printed washer dials
- Clothes with labels
- Washer
- Printed cards (with cotton, wash & wear, dacron, polyester, tumble dry, permanent press and knit)
- Soap

Suggested Performance Criteria: For 5 days, student will identify and correctly use the dials on a washer when requested to do so by the teacher.

Teacher Strategies:

1. Point to each setting on the printed dial cards, explaining each. Explain and match type of clothing to setting on dial.
2. Student will match word cards to printed washer dial card and name and explain each setting.
3. Demonstrate setting on the washer.
4. Students will select the clothes and set the dial correctly according to the clothing label.
5. Student will wash clothes combining 4-18 and 4-19 (detergent and bleach) with assistance as needed.
6. Review original SSSQ item.

Specific Student Activities:

Student will identify and use the washer dials according to the clothing labels.

Student will independently combine detergent (4-18), bleach (4-19), and use of dial to wash clothes.

ITEM 4-23

DRYER DIALS - COTTON SETTING

Objective: Student will learn to identify and to use the appropriate dial setting on a dryer.

Materials:

Printed dryer dials	Printed cards (with cotton, wash & wear, dacron, wash & tumble dry, permanent press and knit)
Clothes with labels	Softener
Dryer	

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify and correctly use the dials on on a dryer.

Teacher Strategies:

1. Point to each setting on the printed dial cards and explain each. Explain and match types of clothing to setting on dial.
2. Student will match word cards to printed dryer dial card, then name and explain each setting.
3. Demonstrate setting on the dryer.
4. Students will select the clothes and set the dial correctly according to the clothing label.
5. Student will wash clothes for one cycle and then feel to see if the clothes are dry.
6. Review original SSSQ item.

Specific Student Activity: Student will identify and use the dryer dials according to the clothing labels.

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ITEM 4-24

DRYER DIALS - SYNTHETIC SETTING

Objective: Student will learn to identify and to use the appropriate dial setting on a dryer.

Materials:

Printed dryer dials	Printed cards (with cotton, wash & wear, dacron, wash & tumble dry, permanent press and knit)
Clothes with labels	
Dryer	Softener

Suggested Performance Criteria: For 5 days, when requested to do so by the teacher, the student will identify and correctly use the dials on on a dryer.

Teacher Strategies:

1. Point to each setting on the printed dial cards and explain each. Explain and match types of clothing to setting on dial.
2. Student will match word cards to printed dryer dial card, then name and explain each setting.
3. Demonstrate setting on the dryer.
4. Students will select the clothes and set the dial correctly according to the clothing label.
5. Student will wash clothes for one cycle and then feel to see if the clothes are dry.
6. Review original SSSQ item.

Specific Student Activity: Student will identify and use the dryer dials according to the clothing labels.

5. Health, First Aid & Safety

ITEM 5-1

BATHING SOAP

Objective: Student will learn to select and to use bathing soap appropriately for maintaining bodily cleanliness.

Materials:

Sink cleaner
Sink
Deodorant soap
Doll or human hair wig
Hair shampoo
Glass cleaner

Suggested Performance Criteria: Student will select and use appropriate soap for washing his hands every day for one week without prompting.

Teacher Strategies:

1. Place all four soap items on table in front of student.
2. Pick up each item and read labels to provide clues to student about each item's use.
3. Go through each item and show student how each cleaner or soap is supposed to be used, i.e., shampoo doll's/wig's hair with shampoo, clean sink with Ajax, clean window with Windex, and wash hands with hand soap.
4. Provide each item to student and let him use each item appropriately himself; provide prompting if needed.
5. Review what item is to be used to keep your body clean, then discuss other alternate ways to maintain body cleanliness other than washing hands, such as bathing or showering.
6. Review original SSSQ item.

Specific Student Activity: Have hand soap always available in classroom so student can wash his hands before lunch or encourage student to use soap at home for bathing or taking a shower.

ITEM 5-2

TOOTHBRUSH

Objective: Student will learn how and why to use the toothbrush appropriately.

Materials:

- Toothbrushes
- Toothpaste
- Disposable cup
- Chewing gum
- Peanut butter
- Mouthwash
- Milk
- Sink
- Set of false teeth
- Tableknife

Suggested Performance Criteria: Student will independently be able to exhibit appropriate teeth brushing each day at school for one week.

Teacher Strategies:

1. Place false teeth in front of student on table. Front of teeth are away from student (in line with his own teeth). Place small but obvious amount of peanut butter over teeth.
2. Have student pour milk and mouthwash over teeth, then use wettened gum in an attempt to remove peanut butter.
3. When these efforts fail, have student put toothpaste on brush and remove peanut butter by brushing, miming which directions the strokes should go to remove the most peanut butter.
4. Review all of the areas on the false teeth that need brushing.
5. Then, with teacher modeling the false teeth, have student copy the brushing on the same areas of his own teeth. Help student with hand positioning as needed.
6. Allow student to brush his own teeth in sink, reviewing the brushing pattern just provided.
7. After finishing, provide cup of water to rinse mouth and spit in sink.
8. Remind student that he needs to brush after meals, that brushing helps strengthen gums, and that toothpaste helps curb bad breath.
9. Review original SSSQ item.

Specific Student Activities: Have toothpaste and toothbrush available to student for brushing when he first comes in and after he eats lunch.

Encourage student to brush after meals at home.

ITEM 5-3

FINGERNAIL CLIPPERS

Objective: Student will learn appropriate use of fingernail clippers for maintaining neat and clean fingernails.

Materials:

Fingernail clippers
Pocketknife
Brush
Calliper

Suggested Performance Criteria: For a period of 2 weeks, student will independently exhibit appropriate use of fingernail clippers in maintaining neat and clean nails.

Teacher Strategies:

1. Initially, ask student if he knows what needs to be done to fingernails in order to keep them neat.
2. Provide answers if he does not know.
3. Providing student with the utensils, ask him if he can tell, without using them, which utensils would be best or easiest to use in order to clip and clean fingernails.
4. Have student demonstrate how he would use each utensil to clip and clean his fingernails. Avoid the possibility of student cutting himself with the knife.
5. After demonstration, ask student which item was easiest to use.
6. If he does not select the fingernail clippers, show him the danger or problem with the item he selected, then repeat question.
7. After he selects clippers, use hand shadowing or modeling to show proper use of clippers by making several small cuts and not going too deep.
8. After student seems to understand, fade prompting or modeling and allow student to demonstrate independent appropriate use of clippers.
9. Review original SSSQ item.

Specific Student Activity:

Have toothpaste and toothbrush available to student for brushing when he first comes in and after he eats lunch.

Encourage student to brush after meals at home.

ITEM 5-4

HAND SOAP

Objective:	Student will learn to select and to use hand soap to maintain personal cleanliness after use of the bathroom.
Materials:	Bathroom cleaner Hand soap Comet Ajax window cleaner

Suggested Performance Criteria: For one week, student will use hand soap to wash his hands each time he uses the restroom.

Teacher Strategies:

1. Place all four items on table in front of student.
2. Ask student if, based on what he learned in 5-1, he knows which item is used to maintain personal cleanliness after using the restroom.
3. Go through each item. Show how each item is supposed to be used (i.e., clean bathroom with bathroom cleaner, clean sink with Comet, wash a window with the Ajax window cleaner, and wash hands with the hand soap).
4. Provide each item to student and let him use each item appropriately himself. Provide prompting if needed.
5. Remind student that in order to maintain personal cleanliness, as he learned in 5-1, he needs to wash his hands after using restroom.
6. Review original SSSQ item.

Specific Student Activity:	Have hand soap available in classroom to wash hands. Encourage student to use soap after restroom use at home.

ITEM 5-5

SHAMPOO HAIR

Objective: Student will learn to use shampoo to clean his hair.

Materials:

- Brush
- Comb
- Deodorant
- Towels
- Cooking oil
- Shampoo
- Natural hair wig with head mold or doll with washable hair
- Sink

Suggested Performance Criteria: Student will independently exhibit appropriate use of hair shampoo as needed for a period of two weeks.

Teacher Strategies:

1. Place doll with washable hair or the wig on mold in front of student.
2. Put some of the cooking oil in the hair to make it oily, explaining to the student that oily hair is a sure sign of dirty hair.
3. With the brush, comb, and deodorant stick, have student use each item separately in the hair then immediately check to see if the hair is less oily.
4. When student realizes that the hair is still oily, have him take the wig to the sink to use the shampoo.
5. Turn head over under water to wet it and apply a small but sufficient amount of shampoo, kneading it into hair to form suds over entire head.
6. Rinse, then repeat.
7. After second application and rinse, towel dry hair and check to see if it is still oily.
8. When student realizes that the hair is now clean, allow him to shampoo his own hair using the same technique and have him wash doll as model again if needed.
9. Remind student that when his hair is oily, it is dirty and needs to be shampooed.
10. Review original SSSQ item.

Specific Student Activity: Maintain supply of shampoo at home and at school to allow student to wash his hair as needed.

ITEM 5-6

CHANGE CLOTHING

Objective: Student will learn that certain clothing needs to be changed daily.

Materials:

Hat	Shoes	Clean socks
Coat	Dirty socks	2 washcloths
Vinegar		

Suggested Performance Criteria: Student will come to school with a clean pair of socks on every day for one week.

Teacher Strategies:

1. Have student smell the hat, coat, shoes, and dirty socks, and indicate which had the most unplesant smell.
2. Have student smell clean socks then dirty socks and indicate why dirty ones smell worse.
3. Ask student what causes the bad smell in the dirty socks—prompt if reply is inaccurate.
4. Explain to student that any clothing that is usually worn next to the skin is succeptible to perspiration saturation and a bad smell.
5. To emphasize the point, pour a small amount of vinegar on the table and place one washcloth in the vinegar and the other washcloth on the first one. Lift up both washcloths and have student smell them and indicate which smells more.
6. Tell him that the washcloths are like the clothes we wear; the ones we wear next to our skin where the perspiration is get the dampest and smell the worst; thus, they need changing every day.
7. Then present the hat, coat, and socks again, and ask him which of these are worn next to the skin.
8. When he chooses the socks, then remind him that socks need to be changed every day.
9. Review original SSSQ item.

Specific Student Activity: Keep a pair of socks at school should his become soaked with perspiration and need changing.

ITEM 5-7

SOAP FOR WASHING DISHES

Objective: Student will learn to select and to use appropriate soap for washing dishes.

Materials:

- Dishsoap
- Glass cleaner
- Comet
- Shampoo
- Sink
- Saucers
- Peanut butter
- Dishcloths (2)
- T-towel

Suggested Performance Criteria: Upon request, student will demonstrate appropriate use of dishsoap to wash dishes.

Teacher Strategies:

1. Line up all the cleaners in front of student and read each label to determine if it provides information about what the cleaners are designed to be used for.
2. From the information read, have student select the cleaner that is designed to be used to wash dishes.
3. Place a small but obvious amount of peanut butter on the saucer.
4. Show student how to fill sink with hot water, regulating temperature by hand, then how to add dishsoap to get adequate sudsing action.
5. Wetting dishcloth and placing dishes in water, show student how to wash the peanut butter off the dishes; then rinse them in hot water and set them off to dry. Teacher may want to wash with student observing.
6. After student seems to understand the process, let him wash several dishes and rinse and set them off to dry; or dry with T-towel.
7. Review original SSSQ item.

Specific Student Activities:

Have student wash dishes at home.

Have student wash dishes after class activity such as a party.

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ITEM 5-8

WELL-BALANCED DIET

Objective: Student will learn about the basic food groups and what constitutes a well-balanced diet.

Materials:

Budget for grocery purchasing

Cooking utensils available

Dinner, silverware, glasses available

Suggested Performance Criteria: During one week, student will independently be able to identify both foods from the basic food groups and an appropriate meal menu when asked by a teacher.

Teacher Strategies:

1. Explain that there are four basic food groups required for a nutricious diet: bread, meat, vegetables, and dairy.
2. On a blackboard or sheet of paper, write down the food groups as list headings, then brainstorm with the student and record a list of foods that would qualify under each heading.
3. After the lists have been recorded, plan some various meal menus with the student.
4. Have the student select a meal that he would enjoy from the various basic food groups.
5. If possible in your program, accompany the student to the store to purchase the items.
6. Make plans for how to cook the meal, and with use of possibly a home economics' kitchen, prepare the meal to the student's preference, reminding him that the meal is a well-balanced diet.
7. Finally, eat the meal and give student a chance to use his skills from item 5-7 in cleaning up.
8. Review original SSSQ item.

Specific Student Activities:

Allow student to plan and possibly to prepare meals at home.

Have student do a class bulletin board depicting foods in the various food groups.

ITEM 5-9

TREAT A BURN

Objective: Student will learn the appropriate action to take in case of a skin burn.

Materials:

First aid manual
Red washable markers
Sink
Suntan lotion
Bandages
Butter

Suggested Performance Criteria: For one week, student will correctly respond with the appropriate action to take for a skin burn when asked by the teacher.

Teacher Strategies:

1. Look up procedure in the first aid manual on how to deal with burns.
2. Read section aloud where it says to run water over the burn.
3. With the marker, make a red stain on the student's arm to represent a burned area.
4. Give student the choice of putting bandage, suntan lotion or running water over it.
5. When he has chosen the water, as instructed in the first aid manual, have student actually go and run water over the simulated burn spot.
6. Review original SSSQ item.

Specific Student Activities: Have student make a bulletin board or poster about what to do in case of injury, and have the appropriate action for a skin burn included.

Enroll student in first-aid course.

ITEM 5-10

OPEN, BLEEDING CUT

Objective: Student will learn the appropriate response for dealing with an open, bleeding cut.

Materials:

Hot water bottle
Bandages
Tack
Sink
Red dye
Handkerchief
First aid manual

Suggested Performance Criteria: For one week, student will correctly respond, verbally and by demonstration, with the appropriate action to take to stop bleeding of a cut whenever asked by the teacher.

Teacher Strategies:

1. Look up the procedure in the first aid manual for how to deal with cuts that are openly bleeding.
2. Read section aloud that indicates that direct pressure on the wound is best to stop the bleeding.
3. Fill the hot water bottle with water, adding the red dye; then after the bottle is filled so that the rubber is stretched slightly, use the tack to puncture the bottle to simulate bleeding.
4. In an effort to stop the "bleeding," have the student put a bandage on the "wound," and run water over it.
5. Then, as the first aid manual indicated, use a handkerchief and apply direct pressure to the "wound" to show how the "bleeding" stops. Have student continue this until "bleeding stops" (water runs out of bag).
6. Finally, have student apply direct pressure to a spot on teacher's arm so teacher can indicate how much pressure is needed by student in order to stop open bleeding.
7. Review original SSSQ item.

Specific Student Activity: Have student make a bulletin board or poster about what to do in case of injury. Include a portion on what to do in case of an open, bleeding cut.

ITEM 5-11

EYE IRRITANT

Objective: Student will learn what to do to remove an irritant from the eye.

Materials:

Small rubber ball
Baby powder
Doll
Sink
Mouthwash
Bandages
Cotton balls

Suggested Performance Criteria: For one week, student will correctly respond with the appropriate action to take for removing an irritant from the eye.

Teacher Strategies:

1. Look up the procedure in the first aid manual for the best way to remove a burning substance.
2. Read section aloud that says to flush the eye with water to remove a burning substance.
3. Explaining to the student that the eye is always wet; get the rubber ball damp by wetting it underneath water. Then explain that the baby powder will simulate how something can get in the eye. Sprinkle the ball so that the powder sticks to the ball.
4. Explain that if you have something in your eye that is burning, you need to remove it as quickly as possible with something that will not also hurt your eye.
5. Have student place bandage on ball and then point out that if the powder were the irritant, it would still be in contact with the eye. This would not be a preferable alternative.
6. Have student try to pick up all of powder quickly with cotton balls. Point out that some powder residue remains.
7. Point out that mouthwash is not intended to be put in one's eye.
8. Then place the ball under running water to show how quickly and effectively the powder is removed.
9. Have student practice by rinsing eye on doll.
10. Review original SSSQ item.

Specific Student Activities:

Have student make a bulletin board or poster about what to do in case of injury. Include a section on what to do if an irritant gets in your eye.
Enroll student in first-aid course.

ITEM 5-12

BODY THERMOMETER

Objective: Student will learn use of thermometer to determine body temperature and to ascertain temperature levels that require the attention of a doctor.

Materials:

Two thermometers
One digital probe thermometer (only if available)
Forehead temperature strips
Sink
Washcloth

Suggested Performance Criteria: When teacher asks for a period of one week, student will demonstrate appropriate use of thermometer and indicate the temperature that would require a doctor's attention.

Caution: Avoid use of glass thermometer if student bites down or if he does not have the ability to read it.

Teacher Strategies:

1. Using *glass* thermometers, give one to student and keep one. Show student how to read the thermometer by holding it up horizontally with your fingers. Slowly spin it to read.
2. Take your temperature and the student's temperature. Show student how to place thermometer under the tongue for several minutes before reading it.
3. Have student demonstrate ability to read thermometer by reading his own and the teacher's.
4. Discuss with student how elevated body temperature is a sign that something is wrong with the body and that temperature of higher than 101° can have a changing effect on the body. Also, explain that a temperature above 98.6 is not normal, and that any temperature above 101° definitely indicates that a physician should be consulted.
5. Review original SSSQ item.

If student uses *digital probe* thermometer best, follow the same procedures as above.

Using forehead temperature strips

1. If student does not seem able to read his temperature from the regular or digital thermometer, use the forehead temperature strip.
2. Show student how to apply strips to forehead, explaining that they change color if one has a temperature.
3. Soak washcloth in hot water, then apply it to the student's head (not so hot that it burns) in order to raise his forehead skin temperature.
4. Use the strip again, applying it to student's forehead. Show student in the mirror how the strip changes colors. Explain that when it changes color, to look for the brighter area to tell the temperature. Or the farther up the scale to the right, the more he needs to see a doctor. (Instructions for use of the strip thermometer vary according to brand and should be consulted prior to teaching the section)

Specific Student Activities:

Student will make bulletin board showing temperatures that are considered to be dangerously high and which should be brought to the attention of a doctor.
Enroll student in first-aid course.
Have student take and record the temperatures of his classmates.

ITEM 5-13

STERILIZING THERMOMETER

Objective: Student will learn method for sterilizing a thermometer before taking someone's temperature.

Materials:

Thermometer	Scope	Windex
Sink	Rubbing alcohol	First-Aid or medical manual

Suggested Performance Criteria: For one week, when asked to do so by the teacher, student will demonstrate appropriate method for sterilizing a thermometer before taking someone's temperature.

Teacher Strategies:

1. Look up the proper procedure for taking temperature in the first-aid manual including instructions on sterilizing the thermometer. Read the section aloud.
2. Read the labels on Windex and Scope to see what they are used for in order to eliminate them from consideration.
3. Considering that the manual said to sterilize thermometer with alcohol, ask student why manual did not recommend water.
4. If he cannot answer correctly, explain that cold water does not eliminate germs and that hot water would eliminate germs but give an inaccurate high reading. Put thermometer under hot water and read.
5. Since alcohol is internally harmful, explain that only a small amount of it must be used to sterilize the thermometer before using it each time.
6. Finally have student sterilize thermometer and take his own temperature, noting difference between the reading and when it was under hot water.
7. Review original SSSQ item.

Specific Student Activities:

On student first aid bulletin board, include procedure for sterilizing thermometer.

Enroll student in first-aid course.

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ITEM 5-14

ASPIRIN FOR FEVER

Objective: Student will learn what to use in order to lower a fever.

Materials:

- Tums
- Di-Gel
- Prell
- Aspirin
- First-aid or medical manual

Suggested Performance Criteria: For one week, student will correctly respond to teacher regarding which medicine is used to lower a fever.

Teacher Strategies:

1. Find the procedure in the first-aid or medical manual for lowering body temperature.
2. Read over the labels of the Tums, Di-Gel, and Preil and ask student if the label says anything about lowering a fever.
3. Go over aspirin label to see what it says about lowering fever.
4. Finally, ask student to recite the method for lowering fever.
5. Review original SSSQ item.

Specific Student Activities:

On student first aid bulletin board, include section on use of aspirin to lower fever.

Enroll student in first-aid course.

ITEM 5-15

PREVENT SUNBURN

Objective: Student will learn the correct substance to use to prevent sunburn.

Materials:

- Aftershave lotion
- Deodorant stick
- Suntan lotion
- Cologne
- First-aid in medical manual

Suggested Performance Criteria: At any time for a week student will correctly respond to teacher about what to use to prevent sunburn.

Teacher Strategies:

1. Find out what the first-aid or medical manual says about prevention of sunburn.
2. Then take all of the other materials and go over the labels on each one, noting what each label says about the sunburn.
3. Have student select and then verbalize about what he will use to avoid sunburn the next time he spends a long time in the sun.
4. Review original SSSQ item.

Specific Student Activities:

On first aid or health bulletin board, include section on sunburn prevention.

Enroll student in first-aid course.

ITEM 5-16

PRESCRIBED MEDICATION

Objective:	Student will learn how to follow directions on prescription for medication.
Materials:	Simulated prescription labels Bottle of sugar pills

Suggested Performance Criteria: For one week, on request from teacher, student will be able to respond correctly about when to take prescription medicine.

Note: If student cannot read, then the prescription labels must be read to him. However he must possess memory ability sufficient to remember the instructions on the prescription label.

Teacher Strategies:

If student can read:

1. Have student read the simulated prescription labels and tell what it says about when to take the medication.
2. Have student think about activities that happen each day that correspond to times when medication is to be taken: three times a day would be at meal times, twice a day would be when he wakes up and when he goes to bed.
3. Have student go back over each simulated prescription and tell the teacher when he would take each medication.
4. Put a label on the sugar pills, let him take them as instructed on label.
5. Review original SSSQ item.

If student does not/cannot read:

1. Read each prescription label to the student. Emphasize what each says about when to take the medication.
2. After reading them all to the student, review each one and try to think of ways to remember when to take each prescription.
3. If possible, try to think of any signs that can be put on the label to remind the student when to take the medicine.
4. Using the bottle of sugar pills, put one of the labels on the bottle and allow the student to take the pills daily as the prescription instructs. Have the student take the pills home if necessary in order to take them as instructed
5. Review original SSSQ item.

(Note: Parent involvement is recommended to ensure that the student understands and follows the prescription instructions.)

Specific Student Activity:	If the student can read, have him do a health bulletin board, including a section on following instructions on a prescription label.

ITEM 5-17

SAFE NIGHT CLOTHING

Objective: Student will learn what color is safest to wear at night.

Materials: Long rectangular box with eyeholes at one end and a method for showing colored squares at the other without letting light in.

Suggested Performance Criteria: For one week, student will be able to identify for the teacher which of two colors is safer to wear at night; and then which, of all colors, is the safest to wear at night.

Teacher Strategies:

1. Construct the box so that the colored squares can be shown at one end and the student can look in the other without light directly entering the interior of the box.
2. Explain to the student that the interior of the box represents the dark of night which is what a driver would be seeing.
3. When the student looks into the eyeholes, slip various colored squares into the opposite end of the box and ask student which one is easiest to see, thus safest.
4. Put the ones he chooses as easiest to see to one side and others to another side.
5. Then take two from the easier "chosen" group and ask which of the two is the safer.
6. Then ask student if he notices any trend about the ones he selects, soliciting that the lighter-colored squares are easier to see in the dark.
7. Ask him which color would be easiest to see at night (white).
8. Then ask him what colors would be best for him to wear at night in order to be safe.
9. Review original SSSQ item.

Specific Student Activity: Have student develop safety bulletin board and include what color is safest to wear at night.

ITEM 5-18

HELP DROWNING PERSON

Objective: Student will learn appropriate action to take in order to help someone in danger of drowning.

Materials:

First aid manual
Unplugged or simulated telephone
Life preserver
Sink
Styrofoam/paper cup
Small weights
Pencil

Suggested Performance Criteria: Student will demonstrate verbally and physically to the teacher for one week the most appropriate action to take to assist someone in danger of drowning.

Teacher Strategies:

1. Go over the first-aid manual and see what it says about rescuing a person in danger of drowning.
2. Fill the sink with water, punch some small holes in the bottom of the styrofoam or paper cup, and place the small weights in the cup bottom.
3. Explain to the student that the cup, when placed in the sink water, represents someone drowning. The sinking cup is similar to the approximate time a bystander has to rescue the victim, remembering that the person is probably hysterical.
4. Ask student to indicate what would probably happen to the victim, if the student ran for help, considering the little time available. Show the time by placing the cup in full sink and indicate that it represents the time the victim has before going under.
5. Ask student to indicate what would happen if he made a phone call for help, and simulate a phone conversation with phone.
6. Ask student to indicate what would happen if he jumped in to try to save the hysterical victim.
7. Show student, via teacher's questions, that the above solutions are not the best.
8. Ask student to indicate what would happen if preserver were thrown to victim, showing student that this is best solution.
9. Have student practice this by throwing a life preserver so that the rope lays out so student could pull victim in. Do this in swimming pool if one is available.
10. Review original SSSQ item.

Specific Student Activity: On safety bulletin board, have student show best way to save a drowning victim.

ITEM 5-19

PRESSURIZED CANS

Objective: Student will learn that pressurized cans are potentially dangerous and should be kept away from fire.

Materials:

- Coffee
- Salt substitute
- Clorox
- Hair spray can
- Deodorant spray can
- Paint spray can

Suggested Performance Criteria: For one week, student will indicate, upon request from the teacher, those items which are potentially dangerous and should be kept from fire.

Teacher Strategies:

1. Line up all of the items, and with the student, go over the labels of each item.
2. Set aside those items which indicate on the label that they should be kept away from fire and heat.
3. After selecting those items which indicate potential danger (the spray cans), ask student what all of those items have in common.
4. Explain to student that when heated the pressurized spray cans are capable of exploding, thus should always be kept away from heat or fire.
5. Review original SSSQ item.

Specific Student Activity: Bulletin board done by students explaining danger of pressurized cans and how to avoid that danger.

ITEM 5-20

PROTECT EYES

Objective:

Student will learn how to protect his eyes when working with materials that splatter or fly and which could damage his eyes.

Materials:

Sunglasses	½ glasses	Goggles without vents
Glasses	Goggles with vents	Water

Suggested Performance Criteria: For one week, student will indicate, upon request from teacher, the type of eye protection that is best for working around flying material and why that particular protection is best.

Teacher Strategies:

1. Explain to the student that water will be used to simulate flying particles often encountered when someone is using a grinder. However, the particles flying around while using a grinder are solid and dangerous to eyes, whereas the water will not harm his eyes.
2. Have student put on each of the glasses and goggles; then with each one, take a small handful of water and gently throw it towards his eyes.
3. Have student select the two eye protectors that provide the most protection for his eyes from the water.
4. Assuming he selects the goggles, ask student if he knows why it is better to use goggles with vents.
5. If he does not know, explain that eyes need protection, but they also need oxygen, and that the vented goggles provide adequate protection plus oxygen to the eyes.
6. Let student work or play ½ to 1 hour with each set of goggles to realize the different effects.
7. Review original SSSQ item.

Specific Student Activity:

On a safety bulletin board, include a section on the use of ventilated goggles when working with machinery that throws particles around.

ITEM 5-21

LIFT HEAVY OBJECT

Objective: Student will learn the proper way to lift a heavy object from the floor.

Materials:

Broom
Large box (approximately 25" x 15" x 10") with moderate weight in it for student being taught.
Large box (same size) with slightly heavy weight in it for student being taught.

Suggested Performance Criteria: During a week's time, student will demonstrate proper method for lifting a box.

Teacher Strategies:

1. Using the pictures in the SSSQ manual, allow student to show how he would lift the lighter box as shown in each picture.
2. After each lift, have student explain what muscles he had to use the most in order to lift the box.
3. Ask student if he knows which muscles are least likely to become damaged by exerting heavy pressure on them. A clue might be that he exercises those muscles whenever he walks anywhere.
4. When student understands that his legs can stand heavy weight the best, have him show the lift that best utilizes his leg muscles.
5. Then have him lift the heavier box in the proper manner.
6. Review original SSSQ item.

Specific Student Activity: Student bulletin board on safety showing proper way to lift a heavy object, such as a box, from the floor.

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ITEM 5-22

WHITTLING PIECE OF WOOD

Objective: Student will learn the proper method for whittling on a piece of wood with a knife.

Materials:
Piece of wood, about 1" x 2" and about 18 inches long
Pliable rubber knife that will not cut

Suggested Performance Criteria: Upon request by the teacher, student will demonstrate proper method for whittling on wood with a knife.

Teacher Strategies:

1. Using the pliable rubber knife, have student copy each demonstration for whittling as shown in the SSSQ manual.
2. Tell student that the main real danger of whittling on wood is the possibility that the knife will slip or the wood will break when pressure is applied in order to slice a part of it off.
3. Have student demonstrate what would happen from each picture, noting whenever the rubber knife "slips" and either inadvertently cuts the person whittling or whether the momentum of the knife goes toward a part of the body, such as finger or chest.
4. Have student show which method appears to be the safest in order to insure that the person whittling is *not* cut if the knife should slip
5. Review original SSSQ item.

Specific Student Activity: On student-built "safety" bulletin board, show the proper way to whittle wood without cutting yourself.

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ITEM 5-23

SAFE ENVIRONMENT

Objective: Student will learn to recognize a safe environment as well as an unusually dangerous one.

Materials: Pictures of scenes showing dangerous and safe situations, including those on this item of the SSSQ.

Suggested Performance Criteria: Student will accurately identify and explain to a teacher, over a week's period, unusually dangerous environmental situations.

Teacher Strategies:

1. Show the student each of the pictures and have him identify anything in it that could easily cause an accident for someone.
2. Separate the pictures he chooses into two piles, those that are unusually dangerous and those that seem not to pose any obvious danger.
3. From the pile that show no obvious danger, go through the pictures that show planning to prevent an accident or will soften the effects of an accident if there is one.
4. After that is done, go back through all the pictures, choosing random ones. Ask student to indicate whether they are potentially safe situations or potentially dangerous ones.
5. Go throughout classroom and school noting any particularly dangerous situations and how to correct them; note areas that have been made safer.

Specific Student Activities:

Student bulletin board on safety which includes cautions about potentially dangerous environmental situations.

View Red Cross film or filmstrips on safe/dangerous situations.

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ITEM 5-24

GREASE FIRE

Objective: Student will learn the proper procedure for putting out a grease fire.

Materials:

Sink
Paper towels
Dish soap
Baking Powder
Matches
Baking soda
Cup of Water
Pan with high sides & tight cover lid

Suggested Performance Criteria: Student will indicate for the teacher, over a period of one week, the proper procedure for putting out a grease fire in a pan.

Teacher Strategies:

1. Put a small amount of kitchen grease in the bottom of the pan and light it with a match, keeping the lid handy to cover the pan and smother the fire if necessary.
2. Put the fire out by first using the towels, then soap, then water. Allow student to figure out best method to put the fire out.
3. Finally, being careful that he does not burn himself, allow the student to put out the fire by putting on the baking soda.
4. Point out to the student that the use of water on a grease fire poses the additional danger of splattering water with hot grease in it.
5. Have student check as to where to put baking soda in his kitchen at home in order to put out a grease fire if necessary.
6. Review original SSSQ item.

Specific Student Activities:

On student-built safety bulletin board, include section on how to put out a grease fire.

Have student report on where the family keeps the baking soda in their kitchen for use in case of grease fire.

6. Public Services

ITEM 6-1

RIDING THE BUS

Objective:	Student will understand the concept of public transportation and how to use a bus.
Materials:	Bus schedule Bus fare money

Suggested Performance Criteria: Student will accurately recognize a picture of a bus five out of five times for five consecutive days, and will demonstrate the ability to use a bus as public transportation.

Teacher Strategies:

1. With the student, review item 2-12, noting that before he was looking for a sign that indicated a bus stop, and now he is looking for a bus.
2. With the student, plan a trip that could be taken on a bus.
3. Take the student to a bus stop (as designated by the sign), and wait for the bus to come.
4. When the bus arrives, take the student on the trip to the prearranged destination, explaining each facet of the trip to the student.
5. When the destination is reached, get off the bus, and providing assistance as needed, have the student go through the process of determining how to get back to the original place of departure, and have the student take charge of the things needed to return.
6. After the trip is completed, have the student review the original SSSQ question to determine if he knows the correct response to this item.
7. Review original SSSQ item.

NOTE: In communities that have no public transportation system, utilize a school bus route to teach these skills, with slight variations, such as asking the bus driver about destinations.

Specific Student Activity:	Plan a class field trip to a point of interest, utilizing the available public transportation system as the means for the trip.

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ITEM 6-2

BUS FARE

Objective: Student will understand the concept of public transportation and how to use a bus.

Materials: Bus schedule   Bus fare money

Suggested Performance Criteria: Student will accurately recognize a picture of a bus five out of five times for five consecutive days, and will demonstrate the ability to use a bus as public transportation.

Teacher Strategies:

1. With the student, review item 2-12, noting that before he was looking for a sign that indicated a bus stop, and now he is looking for a bus.
2. With the student, plan a trip that could be taken on a bus.
3. Take the student to a bus stop (as designated by the sign), and wait for the bus to come.
4. When the bus arrives, take the student on the trip to the prearranged destination, explaining each facet of the trip to the student, especially noting the fare required to ride the bus.
5. When the destination is reached, get off the bus, and providing assistance as needed, have the student go through the process of determining how to get back to the original place of departure, and have the student take charge of the things needed to return.
6. Have student note that it will require a fare to return. Have him determine the amount if his money skills are adequate.
7. After the trip is completed, have the student review the original SSSQ question to determine if he knows the correct response to this item.
8. Review original SSSQ item.

NOTE: In communities that have no public transportation system, utilize a school bus route to teach these skills, with slight variations, such as asking the bus driver about destinations.

Specific Student Activity: Plan a class field trip to a point of interest, utilizing the available public transportation system as the means for the trip.

ITEM 6-3

DRUG STORE

Objective: Student will understand the meaning of a drug store sign and some of the items sold in a drug store.

Materials: Writing Material Money

Suggested Performance Criteria: Upon request, student will accurately identify the sign(s) for a drug store whenever asked for a period of two consecutive weeks.

Teacher Strategies:

1. With the student, make a list of different types of businesses in the community such as stores and gas stations, and record the primary items or services sold there, especially noting a drug store.
2. After the list of stores and what they sell is completed, take a field trip around town and identify which stores do which types of business.
3. Have the student record, on his own with minimal assistance as needed, the types of products or services sold at various businesses.
4. Select several stores that sell specific products, in accordance with the list, and have student go into the store and purchase one of the types of products sold there. (Note: Ability to handle money transactions from section 8 is needed here.)
5. Review original SSSQ item.

Specific Student Activity: Have student take pictures, to put on the wall, of specific businesses and indicate what products or services they sell.

ITEM 6-4

BOWLING ALLEY

Objective: Student will recognize and understand the meaning of signs in the community such as the location of a bowling alley.

Materials: Writing Material Money

Suggested Performance Criteria: Upon request, student will accurately identify the sign(s) for a bowling alley whenever asked for a period of two consecutive weeks.

Teacher Strategies:

1. With the student, make a list of different types of businesses in the community such as stores and gas stations, and record the primary items or services sold there, especially noting a bowling alley.
2. After the list of stores and what they sell is completed, take a field trip around town and identify which stores do which types of business.
3. Have the student record, on his own with minimal assistance as needed, the types of products or services sold at various businesses.
4. Select several stores that sell specific products, in accordance with the list, and have student go into the store and purchase one of the types of products sold there. (Note: Ability to handle money transactions from section 8 is needed here.)
5. Review original SSSQ item.

Specific Student Activity: Have student take pictures, to put on the wall, of specific businesses and indicate what products or services they sell.

ITEM 6-5

LIBRARY

Objective: Student will understand that a library consists of a collection of books.

Materials: Writing material Library card

Suggested Performance Criteria: Student will correctly identify the place to locate books whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. With the student, make a list of the public services available in the community, such as the library, post office, fire department, police station, etc.
2. Make a notation about each one to denote the type of service they provide to the community.
3. Take a field trip to find the public services available in the community.
4. At places where it is appropriate, go into the facility to use the service such as checking out a book or buying some stamps.
5. Review the names of the public services such as library, post office, police station, fire station, etc.
6. Think up situations or needs that are met by the various services; determine when you would call the police or fire station, etc.
7. Review original SSSQ item.

Specific Student Activity: Have students periodically go to the school or public library to check out books of interest to them.

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ITEM 6-6

POST OFFICE

Objective: Student will understand that a post office is the place to conduct postal business such as buying stamps.

Materials: Writing material Money

Suggested Performance Criteria: Student will correctly identify the place to buy stamps whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. With the student, make a list of the public services available in the community, such as the library, post office, fire department, police station, etc.
2. Make a notation about each one to denote the type of service they provide to the community.
3. Take a field trip to find the public services available in the community.
4. At places where it is appropriate, go into the facility to use the service such as checking out a book or buying some stamps.
5. Review the names of the public services such as library, post office, police station, fire station, etc.
6. Think up situations or needs that are met by the various services; determine when you would call the police or fire station, etc.
7. Review original SSSQ item.

Specific Student Activity: Have students write letters to friends or relatives and purchase the necessary stamp(s) and mail the letters themselves at the post office.

ITEM 6-7

USE OF STAMPS

Objective: Student will understand appropriate placement of a stamp on a letter.

Materials:

Envelopes/correspondence/mail received at home	Writing material
Blank envelopes	Stamps

Suggested Performance Criteria: Student will demonstrate appropriate placement of stamp on a letter whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Have the student bring envelopes or letters or correspondence to the class.
2. Separate the envelopes out and ask the student to point to the location of the stamp or postage paid on each envelope.
3. Have the student write a letter to be mailed to a friend.
4. Provide blank envelopes and stamps and have the student address the envelopes to the friend and place a stamp in the same corner on his envelope as the ones he brought.
5. Have the student take the letters he wrote home to be mailed or mail them at the post office.
6. Review original SSSQ item.

Specific Student Activity: Have the student explain to the class about the proper placement of the stamp on a letter.

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ITEM 6-8

MAILING LOCAL LETTERS

Objective: Student will understand the purposes of the various mailing slots at the post office.

Materials: Letters to be mailed locally

Suggested Performance Criteria: Student will recognize the correct mail slot to mail local letters whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Look at each picture of a mail slot sign and go over the meaning of each sign. Use a dictionary if available, having the student look up the word, providing assistance if needed.
2. After each sign is reviewed, have student write letters to friends and take a trip to the post office to see the mail slot signs as available.
3. Have the student identify the mail slot for local letters.
4. Along with items 6-6 and 6-7 as needed, have student mail the letters he has written.
5. Review original SSSQ item.

Specific Student Activity: Have students write letters to local friends and take the letter to the post office to be mailed.

ITEM 6-9

WHAT IS A PAYCHECK?

Objective: Student will understand what a paycheck is.

Materials:

Paycheck
Receipt
Movie ticket
Five-dollar bill

Suggested Performance Criteria: Student will demonstrate that he knows what a paycheck is whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place before the student a five-dollar bill, receipt, a paycheck, and a movie ticket.
2. Verbally, identify and explain the uses of each item, then have the student explain each of them.
3. Provide additional verbal explanation about the paycheck, noting it is for work rendered, it comes from an employer, it is made out to the employee, etc.
4. Have the student feed back to the teacher the additional information provided.
5. If possible, go to an employer (or more if possible) and show the student what a paycheck looks like from various companies or businesses.
6. Review original SSSQ item.

Specific Student Activities:

Have a classroom "business" and "hire" students to do particular work in the class, "paying" them with mock or real paychecks for their efforts.
A classroom "bank" with money provided from home could be maintained, or parents could pay an amount for work at school as prearranged with the teacher.

ITEM 6-10

DEPOSIT SLIP

Objective: Student will understand what a deposit slip is for and what the various available entries mean.

Materials:
- Two bank deposit slips
- A filled-out deposit slip

Suggested Performance Criteria: Student will demonstrate an accurate understanding of a deposit slip and what the available entries mean whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies: **NOTE: Be sure the student understands bank accounts and deposits first.**

1. Place the filled out deposit slip before the student, and going slowly line-by-line, explain each entry line regarding how the amount is deposited.
2. Have the student repeat the explanation of the filled-out deposit slip, providing assistance as needed, noting the total amount deposited.
3. Provide the student with one blank deposit slip and have him fill out with the teacher verbally providing the amounts and transaction method (i.e., paycheck, cash, etc.), with assistance as needed.
4. Check for accuracy on the first deposit slip he fills out.
5. Provide the student with the other deposit slip, and have him fill it out with amounts he makes up himself.
6. Have the student explain the deposit slip he filled out on his own, noting the net deposit. Check for accuracy.
7. Take a trip to a bank and show the student how a deposit slip is used there to deposit money.
8. Review original SSSQ item.

Specific Student Activities:

Have student go with parents to the bank to deposit their paychecks.

Have student do a presentation to the other students about how to fill out a deposit slip.

ITEM 6-11

PAYCHECK DEDUCTIONS

Objective: Student will understand the concept of deductions from paychecks.

Materials:
Writing material
Two paychecks with deductions sheets attached
A filled-out deposit slip

Suggested Performance Criteria: Student will accurately identify net pay after deductions from a deduction sheet upon request by the teacher with 100% accuracy anytime within a period of two consecutive weeks.

Teacher Strategies:

1. Place the filled-out deposit slip from item 6-10 before the student. Review that the term "net deposit" means how much was finally deposited after all the various transactions were complete.
2. Look at one of the paycheck deduction sheets and have the student identify the notation for the amount finally paid after all the deductions have been made.
3. If student does not identify "net pay," then point it out to him and explain what the term means. Look up "net" in the dictionary if necessary.
4. Explain that deductions are taken out of a paycheck, showing the student the various amounts with brief explanations of each.
5. Provide the student with the writing materials, and using the other deduction sheet, have the student calculate the net pay with the deductions provided verbally. Check his work against the net pay on the check.
6. Review original SSSQ item.

Specific Student Activity: Have student do a presentation to the class about how to read deductions on a deduction sheet attached to a paycheck.

ITEM 6-12

I HAVE ENOUGH MONEY TO BUY THIS

Objective:	Student will understand the concept of money amounts in relation to purchasing power.
Materials:	Two dollars worth of small change (nickels, dimes, quarters) Item menu

Suggested Performance Criteria: Student will correctly identify the cheapest of several items on a menu whenever requested by the teacher over a period of two consecutive weeks.

Teacher Strategies: **NOTE: Money equivalency and transaction skills are needed for this item. Check the competencies on money from Section 8.**

1. Look at the menu provided and have student point out the beverages on the menu.
2. With the change, have the student count out the amounts of money required to purchase each beverage.
3. Have the student tell the instructor which amount of money is the least and the most.
4. Then have the student select the beverage that costs the least amount of money.
5. Repeat any step as needed to ensure the student understands the concept.
6. With the student and some money, take a trip to a restaurant and have the student purchase something on the menu (ensuring that he has enough money). This may need to be rehearsed with student prior to trip.
7. Review original SSSQ item.

Specific Student Activity: Have the student select and pay for his own restaurant choices when he goes out to eat.

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ITEM 6-13

PERSONAL CHECKS

Objective: Student will understand what a personal check is for and what the various available entries mean.

Materials: Two blank checks — One filled-out personal check

Suggested Performance Criteria: Student will demonstrate an accurate understanding of a personal check and what the available entries mean whenever asked to do so by the teacher for a period of two consecutive weeks.

Teacher Strategies: **NOTE: Be sure the student understands bank accounts and checking first.**

1. Place the filled-out personal check before the student, and going slowly line-by-line, explain each entry line regarding how the check is filled out.
2. Have the student repeat the explanation of the filled-out check, providing assistance as needed, noting the correct method of filling it out.
3. Then provide the student with one blank check and have him fill out with the teacher verbally providing the amount to be paid and to whom, and transaction method (i.e., paycheck, cash, etc.), with assistance as needed.
4. Check for accuracy on the first check he fills out.
5. Provide the student with the other personal check and have him fill out with an amount and person he makes up himself.
6. Have the student explain the personal check he filled out on his own, noting the recipient and amount. Check for accuracy
7. Review original SSSQ item.

Specific Student Activities:

Have student watch parents when they write out a personal check. Have student fill one out with parents signing it.

Have student do a presentation to the other students about how to fill out a personal check.

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ITEM 6-14

PAY TELEPHONE

Objective: Student will understand the concept and use of a pay telephone.

Materials: Change to make a phone call on a pay phone   Various types of model or real phones, including a pay phone

Suggested Performance Criteria: Student will correctly identify a pay telephone (picture or real thing) whenever asked by the teacher over a period of two consecutive weeks.

Teacher Strategies:

1. Have the various phones on a table in front of the student.
2. Explain to the student that a pay phone is used to make a phone call when you have to pay for the call at the same time.
3. Ask the student to locate the phone that has a place on it to insert money in order to make a phone call.
4. Provide assistance as needed to ensure the correct response.
5. Take some change and go to a pay telephone.
6. Point out to the student again how the pay phone has slots to insert the money to pay for the phone call.
7. With the student, go over the instructions provided on the pay phone about how to place a call. (If there are no printed instructions, provide them verbally.)
8. Have the student make a phone call, placing the correct amount of money in the slots.
9. Review original SSSQ item.

Specific Student Activity: Have student explain to the rest of the class the proper procedure for placing a call on a pay telephone.

ITEM 6-15

OPERATOR ASSISTANCE - DIAL PHONE

Objective: Student will understand that assistance on a telephone can be obtained from the operator.

Materials: Model or real telephone

Suggested Performance Criteria: Student will exhibit an understanding of obtaining telephone assistance by contacting the operator whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the model phone before the student.
2. Explain to the student that the operator is the one whose job is to provide assistance with telephone calls.
3. Have the student find the "O" for the operator on the dial phone and point it out to the teacher.
4. After the proper number to call the operator has been noted with the student, plan a phone call to utilize operator assistance.
5. Have the student place the phone call on a real telephone, dialing and speaking to the operator for assistance.
6. Review original SSSQ item.

Specific Student Activity: Have the student place operator-assisted calls from home when appropriate.

ITEM 6-16

OPERATOR ASSISTANCE - PUSH BUTTON PHONE

Objective: Student will understand that assistance on a telephone can be obtained from the operator.

Materials: Model or real push-button telephone

Suggested Performance Criteria: Student will exhibit an understanding of obtaining telephone assistance by contacting the operator whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the model phone before the student.
2. Explain to the student that the operator is the one whose job is to provide assistance with telephone calls.
3. Have the student find the "O" for the operator on the dial phone and point it out to the teacher.
4. Have the student find the same button on the push button phone as the one he noted for the operator on the dial phone.
5. After the proper number to call the operator has been noted with the student, plan a phone call to utilize operator assistance.
6. Have the student place the phone call on a real telephone, dialing and speaking to the operator for assistance.
7. Review original SSSQ item.

Specific Student Activity: Have the student place operator-assisted calls from home when appropriate.

ITEM 6-17

ELECTRIC COMPANY

Objective: Student will understand the concept that various companies provide various services.

Materials: Small placards with the same company indications as on the item stimulus alternatives.

Suggested Performance Criteria: Student will correctly respond as to the company to call in case of electric emergency whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the placards in front of the student.
2. Read each placard aloud, then ask the student to identify the company to contact if someone is having problems with the gas, phone, electricity, and water.
3. Provide explanations and assistance as needed.
4. Have the student bring copies of bills from home that are from various companies.
5. Review with the student what each company does as its service.
6. Re-emphasize that if you have problems with your electricity, you would contact the electric company.
7. Have the student call the electric company and ask them their procedures for assisting with a problem with someone's electricity.
8. Review original SSSQ item.

Specific Student Activity: Set up problem situations in the classroom such as the electricity, water, etc., and have the students tell which service company to contact in order to fix the problem.

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ITEM 6-18

TELEPHONE NUMBER

Objective: Student will understand the concept of telephone numbers, how they are used, and what they mean.

Materials: Small placards with the item numbers on them Writing materials

Suggested Performance Criteria: Student will demonstrate an understanding of long distance telephone numbers with 100% accuracy whenever asked by the teacher over a period of two consecutive weeks.

Teacher Strategies:

1. Ask the student his own telephone number.
2. If he does not know his number, assist him in looking it up in the phone directory or explain that one's phone number consists of a three digit prefix and a four digit number.
3. Explain that different geographic areas are distinguished in making phone calls by a three digit area code that must be dialed prior to the desired phone number when making a phone call out of one's own area code region.
4. Finally, explain to the student that in order to make a long-distance call, one must dial a "1" before any other numbers to alert the phone company that it is a long distance call.
5. Review the entire procedure listed above and have the student review any imaginary long distance phone number.
6. Place the placards before the student and have him select the long distance phone numbers.
7. Provide assistance as needed with necessary review of previous steps.
8. Review original SSSQ item.

Specific Student Activity: Have the student place a long distance phone call from home to an acquaintance.

ITEM 6-19

CONTACT EMERGENCY SERVICE BY PHONE

Objective: Student will understand how to contact emergency services by phone.

Materials: Small placards with the item responses on them — Local phone directory

Suggested Performance Criteria: Student will demonstrate an understanding of how to look up and contact emergency services, such as ambulance, with 100% accuracy whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the placards before the student and read each one aloud, along with the number to call for that service.
2. Explain to the student that the number is the one to call for that service.
3. Use the local phone directory to see if there are various listings in it for obtaining the services noted on this item.
4. Have the student repeat the local phone numbers of the ambulance, fire department, sheriff and police.
5. Provide assistance as needed reviewing the prior steps as needed.
6. Review original SSSQ item.

Specific Student Activities: Have the student do a presentation to the class about how to look up the phone numbers of needed services such as the police, ambulance, sheriff, and the fire department.
Review procedures at home about whom to contact and how to contact them in case of various emergencies.

ITEM 6-20

ASSISTANCE OF PROBLEMS WITH A TELEPHONE

Objective: Student will understand how to seek assistance for problems with a telephone.

Materials: Replica of the response note card and response item alternatives; Local phone directory

Suggested Performance Criteria: Student will demonstrate some understanding of how to look up and contact someone to repair telephone service with 100% accuracy whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. With the student, read aloud the response note card.
2. Ask the student to explain each section. Provide assistance in explaining each to him as needed.
3. Have student look across and repeat what he is to do to receive each device. Provide assistance as needed.
4. Read the SSSQ item question and have him select the service the question refers to.
5. Then have student repeat what he is to do to receive that service.
6. Look up similar services in the local phone directory and see what it says to do in order to obtain each service.
7. Review original SSSQ item.

Specific Student Activities: Have student show class how to look up and follow instructions for particular services.

Have student contact the appropriate service as needed at home or school.

ITEM 6-21

USE OF A TELEPHONE BOOK

Objective: Student will understand how to locate a telephone number using a phone directory.

Materials: Local phone directory, yellow pages

Suggested Performance Criteria: Student will demonstrate an understanding of the use of advertisements to contact various services with 100% accuracy whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. One-by-one, read each service of the item pictured, discussing the service with the student. Provide assistance as needed to ensure that he understands each service pictured.
2. Have student repeat the telephone number of each company to note the number to call.
3. Ensure that he accurately equates the phone number with the correct service and understands the service. Provide assistance as needed.
4. Look up similar services in the yellow pages of the local phone directory.
5. Have student repeat the phone numbers of various types of services suggested by the teacher.
6. Review original SSSQ item.

Specific Student Activity: At home or school, have student look up and phone for services needed from local businesses or companies.

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ITEM 6-22

USE OF A TELEPHONE BOOK

Objective: Student will understand how to locate a telephone number using a phone directory.

Materials: Local phone directory, yellow pages

Suggested Performance Criteria: Student will demonstrate an understanding of the use of advertisements to contact various services with 100% accuracy whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. One-by-one, read each service of the item pictured, discussing the service with the student. Provide assistance as needed to ensure that he understands each service pictured.
2. Have student repeat the telephone number of each company to note the number to call.
3. Ensure that he accurately equates the phone number with the correct service and understands the service. Provide assistance as needed.
4. Look up similar services in the yellow pages of the local phone directory.
5. Have student repeat the phone numbers of various types of services suggested by the teacher.
6. Review original SSSQ item.

Specific Student Activity: At home or school, have student look up and phone for services needed from local businesses or companies.

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ITEM 6-23

LOOKING UP TELEPHONE NUMBERS

Objective:

Student will understand how to look up telephone numbers in the telephone directory.

Materials:

Phone card	Small placard replica of item response alternatives
Local telephone directory	Writing material

Suggested Performance Criteria: Student will demonstrate the ability to accurately look up and call telephone numbers of people listed in the telephone directory with 100% accuracy whenever requested by the teacher over a period of two consecutive weeks.

Teacher Strategies:

1. Explain to the student that names are commonly listed by last name first. Show example in something like the teacher's register.
2. Note that list of names are most commonly alphabetized by last names and then alphabetized again by first names when the last names are the same.
3. Provide student with writing material and have him put names in correct alphabetical order.
4. Then look at the placards and have student pick out the name of Greg Page, then with explanation have him note Greg's phone number, and write it down.
5. Have student use the phone card to dial Greg Page's phone number.
6. Have student look up the phone numbers of people in the community as provided verbally by the teacher. Provide assistance as needed.
7. Review original SSSQ item.

Specific Student Activity:

Have student make a list or a phone directory of commonly-called phone numbers by looking up and recording each one.

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ITEM 6-24 LOOKING UP TELEPHONE NUMBERS OF PROFESSIONAL LISTINGS

Objective: Student will understand how to look up telephone numbers in the telephone directory.

Materials:

Phone card	Small placard replica of item response alternatives.
Local telephone directory	Writing material

Suggested Performance Criteria: Student will demonstrate the ability to look up and call telephone numbers of people listed in the telephone directory with 100% accuracy whenever requested by the teacher over a period of two consecutive weeks.

Teacher Strategies:

1. Explain to the student that names are commonly listed by last name. Show example in something like the teacher's register.
2. Note that listings of names are commonly alphabetized by last names and then alphabetized again by first names when the last names are the same.
3. Provide student with writing material and have him put names in correct alphabetical order.
4. Explain to the student that various types of companies or professionals are often listed together in the telephone book. Have him find the listing of local dentists providing assistance as needed.
5. Look at the placards and have student pick out the name of Dr. Starr; then, with explanation, have him note Dr. Starr's phone number and write it down.
6. Have student use the phone card to dial Dr. Starr's phone number.
7. Have student look up the phone numbers of people in the community as provided verbally by the teacher. Provide assistance as needed.
8. Review original SSSQ item.

Specific Student Activity: Have student make a list or a phone directory of commonly-called phone numbers by looking up and recording each one.

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7. Time

ITEM 7-1

CLOCK TIME - HOUR

Objective:	Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

ITEM 7-2

CLOCK TIME - HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

ITEM 7-3

CLOCK TIME - HALF HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the half-hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

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ITEM 7-4

CLOCK TIME - HALF HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

- Plates
- Colored paper
- Scissors
- Pencils
- Large beads

Suggested Performance Criteria: Student will be able to identify time using the half-hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

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ITEM 7-5

CLOCK TIME - QUARTER HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the quarter-hour as the measurement 5 out of 5 times for 5 days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T.V. schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

ITEM 7-6

CLOCK TIME - QUARTER HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the quarter-hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activities: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

ITEM 7-7

CLOCK TIME - MINUTES

Objective: Student will learn and understand time concepts and will be able to read time measurements to the minute.

Materials:

Large printed clock face covered in plastic
Colored marker
Work sheets
Flash cards with different times to the minute

Suggested Performance Criteria: Student will demonstrate an understanding of time concepts and read time measurements to the minute 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Using a big, plastic-covered clock face with printed numbers and minutes, demonstrate the concept of 60 minutes in an hour by coloring each minute space.
2. As the minute spaces are colored, count from one to sixty.
3. Demonstrate the hand movements on the clock as the minute spaces are colored in; emphasize that the small hand signifies the hour and the large hand signifies the minute.
4. Student will move hands of clock to designated times with assistance as needed.
5. Student will complete worksheets that have printed clock faces with different times.
6. Review original SSSQ item.

Specific Student Activities:

Teacher will set activities occurring at a designated time to the minute.

Cards with different printed times on them will be passed out to the students. Upon request, student will set a clock time matching the time on his card.

ITEM 7-8

CLOCK TIME - MINUTES

Objective: Student will learn and understand time concepts and will be able to read time measurements to the minute.

Materials:
Large printed clock face covered in plastic
Colored marker
Work sheets
Flash cards with different times to the minute

Suggested Performance Criteria: Student will demonstrate an understanding of time concepts and read time measurements to the minute 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Using a big, plastic-covered clock face with printed numbers and minutes, demonstrate the concept of 60 minutes in an hour by coloring each minute space.
2. As the minute spaces are colored, count from one to sixty.
3. Demonstrate the hand movements on the clock as the minute spaces are colored in; emphasize that the small hand signifies the hour and the large hand signifies the minute.
4. Student will move hands of clock to designated times with assistance as needed.
5. Student will complete worksheets that have printed clock faces with different times.
6. Review original SSSQ item.

Specific Student Activities:
Teacher will set activities occurring at a designated time to the minute.
Cards with different printed times on them will be passed out to the students. Upon request, student will set a clock time matching the time on his card.

ITEM 7-9

CLOCK TIME - QUARTER HOUR

Objective: Student will learn and understand time concepts and will be able to read time measurements.

Materials:

Plates	Scissors	Large beads
Colored paper	Pencils	

Suggested Performance Criteria: Student will be able to identify time using the quarter-hour as the measurement 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through twelve.

1. Using the clock in the room, explain all parts of the clock face and time concepts.
2. Explain the different terms used in telling time (i.e., half hour, 30 minutes, of and after, "45," and noon).
3. Using paper plates, have student make a clock face by matching a sample clock made by the teacher.
4. Student will cut out different colored sections of paper such as whole circle, half circle and quarter circle, demonstrate hour, half-hour, and quarter hour by placing cut outs appropriately on the paper face.
5. With the clock hands, demonstrate the movement of both clock hands during a one-hour time period with emphasis on time identification. Review the concept of "before" and "after" the hour.
6. When requested by the teacher, the student will identify different times on the clock face.
7. Review original SSSQ item.

Specific Student Activity: Identify times of various activities during the day using T V schedules, bus schedules, school activities and by emphasizing events beginning on the hour, on the half-hour, and on the quarter hour.

ITEM 7-10

DIGITAL TIME

Objective: Student will learn to identify and to understand time concepts using a digital clock.

Materials:

Digital clock
Clock face
Flash cards with numbers
Worksheets with digital times

Suggested Performance Criteria: Student will identify and understand time concepts using a digital clock 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Describe and explain the round standard clock emphasizing how it is different from a digital clock.
2. Demonstrate time concepts on a real digital clock and a standard round clock.
3. Using flash number cards, match the time on a digital clock.
4. Have student match flash cards to different digital times. Then student will match flash cards to a time on a standard clock face.
5. Have student identify digital time and set hands on clock face to match.
6. Review original SSSQ item.

Specific Student Activities: Teacher will pass out time flash cards to student. Student will set a clock face and a digital clock to match card.

ITEM 7-11

DIGITAL TIME

Objective: Student will learn to identify and to understand time concepts using a digital clock.

Materials:

Digital clock	Flash cards with numbers
Clock face	Worksheets with digital times

Suggested Performance Criteria: Student will identify and understand time concepts using a digital clock 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Describe and explain the round standard clock emphasizing how it is different from a digital clock.
2. Demonstrate time concepts on a real digital clock and a standard round clock.
3. Using flash number cards, match the time on a digital clock.
4. Have student match flash cards to different digital times. Then student will match flash cards to a time on a standard clock face.
5. Have student identify digital time and set hands on clock face to match.
6. Review original SSSQ item.

Specific Student Activities: Teacher will pass out time flash cards to student. Student will set a clock face and a digital clock to match card.

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ITEM 7-12

DIGITAL TIME

Objective: Student will learn to identify and to understand time concepts using a digital clock.

Materials:

Digital clock	Flash cards with numbers
Clock face	Worksheets with digital times

Suggested Performance Criteria: Student will identify and understand time concepts using a digital clock 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Describe and explain the round standard clock emphasizing how it is different from a digital clock.
2. Demonstrate time concepts on a real digital clock and a standard round clock.
3. Using flash number cards, match the time on a digital clock.
4. Have student match flash cards to different digital times. Then student will match flash cards to a time on a standard clock face.
5. Have student identify digital time and set hands on clock face to match.
6. Review original SSSQ item.

Specific Student Activities: Teacher will pass out time flash cards to student. Student will set a clock face and a digital clock to match card.

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ITEM 7-13

DIGITAL TIME

Objective: Student will learn to identify and to understand time concepts using a digital clock.

Materials:

Digital clock
Clock face
Flash cards with numbers
Worksheets with digital times

Suggested Performance Criteria: Student will identify and understand time concepts using a digital clock 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Describe and explain the round standard clock emphasizing how it is different from a digital clock.
2. Demonstrate time concepts on a real digital clock and a standard round clock.
3. Using flash number cards, match the time on a digital clock.
4. Have student match flash cards to different digital times. Then student will match flash cards to a time on a standard clock face.
5. Have student identify digital time and set hands on clock face to match.
6. Review original SSSQ item.

Specific Student Activities: Teacher will pass out time flash cards to student. Student will set a clock face and a digital clock to match card.

ITEM 7-14

INCREASING TIME PERIODS

Objective:	Student will learn and understand time concepts of increasing time periods (in minutes).
Materials:	Paper clocks Flash cards with minute times

Suggested Performance Criteria: Student will show an understanding of increasing minute increments of specific times 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Review the 60-minute hour concept by demonstrating with paper clock.
2. When requested by the teacher, the student will identify different times on the clock face.
3. Set specific time. Student will add various minute increments to the specified time and identify the resulting time (8:30, plus 2 minutes, 4 minutes, etc.). Assist as needed.
4. Review original SSSQ item.

Specific Student Activities:	Cards with different minute times will be distributed to students who will be asked to match to a clock face. Student will identify time lapses to the minute of preset activities occurring throughout the day. Student will bake cookies setting the timer on the stove. (Cross reference to domestic management section, Item 4-1C).

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ITEM 7-15

INCREASING TIME PERIODS

Objective: Student will learn and understand time concepts of increasing time periods (in minutes).

Materials: Paper clocks — Flash cards with minute times

Suggested Performance Criteria: Student will show an understanding of increasing minute increments of specific times 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Review the 60-minute hour concept by demonstrating with paper clock.
2. When requested by the teacher, the student will identify different times on the clock face.
3. Set specific time. Student will add various minute increments to the specified time and identify the resulting time (8:30, plus 2 minutes, 4 minutes, etc.). Assist as needed.
4. Review original SSSQ item.

Specific Student Activities:

Cards with different minute times will be distributed to students who will be asked to match to a clock face.
Student will identify time lapses to the minute of preset activities occurring throughout the day.
Student will bake cookies setting the timer on the stove. (Cross reference to domestic management section, Item 4-10).

ITEM 7-16

DECREASING TIME PERIODS

Objective: Student will learn and understand time concepts of decreasing time periods in minutes.

Materials: Paper plate clocks Colored tabs or paper clips

Suggested Performance Criteria: Student will show an understanding of subtracting an hour, half-hour, 15-minute, 30-minute, and 45-minute time increments from a specified time 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

Note: Student will show an understanding of subtraction skills.

1. Demonstrate subtracting hours, half-hours, 15 minutes, 30 minutes and 45 minutes from a specific hour time.
2. Using a paper plate clock, place a colored tab or paper clip on each time increment subtracted from the specified time.
3. The student will move the hands on his/her own paper plate to correspond to each new time.
4. Review original SSSQ item.

Specific Student Activities: Teacher will present different situational problems that require the student to utilize his understanding of subtraction hour, half-hour, 15-minute, 30-minute, and 45-minute increments.

ITEM 7-17

INCREASING TIME PERIODS

Objective: Student will learn and understand time concepts of increasing time periods (in minutes).

Materials: Paper clocks — Flash cards with minute times

Suggested Performance Criteria: Student will show an understanding of increasing minute increments of specific times 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Review the 60-minute hour concept by demonstrating with paper clock.
2. When requested by the teacher, the student will identify different times on the clock face.
3. Set specific time. Student will add various minute increments to the specified time and identify the resulting time (8:30, plus 2 minutes, 4 minutes, etc.). Assist as needed.
4. Review original SSSQ item.

Specific Student Activities:

Cards with different minute times will be distributed to students who will be asked to match to a clock face.
Student will identify time lapses to the minute of preset activities occurring throughout the day.
Student will bake cookies setting the timer on the stove. (Cross reference to domestic management section, Item 4-10).

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ITEM 7-18

TIME CONCEPTS IN THE COMMUNITY

Objective: Student will demonstrate an understanding of time concepts commonly used in the community.

Materials:

Newspapers (movie section)	Appointment cards (medical and dental)
Pictures of store fronts indicating opening hours and closing hours	Worksheets

Suggested Performance Criteria: On 5 consecutive days, student will show an understanding of time concepts used in the community.

Teacher Strategies:

1. Show and explain different times for activities often seen in the movie section of newspapers.
2. Student will, upon request, indicate starting times of movies using the newspaper.
3. Show the students pictures of store fronts with opening and closing times and appointment cards and discuss.
4. Review original SSSQ item.

Specific Student Activities: On a field trip, student will indicate opening, closing, and starting times at stores and movie theaters.

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ITEM 7-19

INCREASING TIME PERIODS

Objective: Student will learn and understand concepts of increasing time periods (in minutes).

Materials: Paper clocks Flash cards with minute times

Suggested Performance Criteria: Student will show an understanding of increasing minute increments of specific times 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Review the 60-minute hour concept by demonstrating with paper clock.
2. When requested by the teacher, the student will identify different times on the clock face.
3. Set specific time. Student will add various minute increments to the specified time and identify the resulting time (8:30, plus 2 minutes, 4 minutes, etc.). Assist as needed.
4. Review original SSSQ item.

Specific Student Activities:
Cards with different minute times will be distributed to students who will be asked to match to a clock face.
Student will identify time lapses to the minute of preset activities occurring throughout the day.
Student will bake cookies setting the timer on the stove. (Cross reference to domestic management section, Item 4-10).

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ITEM 7-20

DAYS OF THE WEEK

Objective: Student will learn the days of the week and their appropriate order.

Materials:

Flash cards of the days of the week
Work sheets of days of the week
Paste
Colored paper strips with different days of the week printed on them
Felt board with felt lettered days of the week

Suggested Performance Criteria: For 5 consecutive days, student will demonstrate an understanding of the days of the week in the proper sequence 5 out of 5 times.

Teacher Strategies:

1. Name each day of the week in order and place the days of the week correctly on a felt board.
2. Student will name the days of the week in order while looking.
3. Give the lettered felt days of the week to the student and ask him/her to place them on the felt board in the proper sequence.
4. Worksheets with the days of the week printed in order and out of order will be given to the student.
5. Review original SSSQ item.

Specific Student Activities:

Student will paste the colored paper strips with the days printed in them next to the correct day on a worksheet.
Teacher will flash cards to review the days of the week with students in a group or with individual students.

ITEM 7-21

CALENDAR TIME - MONTHS

Objective: Student will learn and understand calendar time.

Materials: Calendars Worksheets with calendars Cards with dates on them

Suggested Performance Criteria: For 5 consecutive days, student will demonstrate an understanding of the calendar 5 out of 5 times.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through thirty-one.

1. Name each month in order while pointing to each month on the calendar.
2. Student will imitate and name each month as the teacher points to the month on the calendar.
3. Review item 7-20, days of the week, as seen on calendars, again pointing to each day on the calendar.
4. Count the number of days in each month.
5. Student will demonstrate an understanding of each part of the calendar as requested by the teacher, indicating the month, the day of the week, and the date correctly.
6. Cards with different dates will be given to the students. Ask the student to find the same date on the class calendar.
7. Review original SSSQ item.

Specific Student Activities:

Each day a student will tell the day of the week, the month, and the date.
Teacher will provide student with a worksheet that has a year-long calendar on it. Student will identify random dates on the calendar as requested by the teacher.
Students will be given 12 cards with the months of the year on each card. Upon request, student will place the month cards in their proper sequential order.

ITEM 7-22

CALENDAR TIME - DAYS

Objective: Student will learn and understand calendar time.

Materials: Calendars Worksheets with calendars Cards with dates on them

Suggested Performance Criteria: For 5 consecutive days, student will demonstrate an understanding of the calendar 5 out of 5 times.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through thirty-one.

1. Name each month in order while pointing to each month on the calendar.
2. Student will imitate and name each month as the teacher points to the month on the calendar.
3. Review item 7-20, days of the week, as seen on calendars, again pointing to each day on the calendar.
4. Count the number of days in each month.
5. Student will demonstrate an understanding of each part of the calendar as requested by the teacher, indicating the month, the day of the week, and the date correctly.
6. Cards with different dates will be given to the students. Ask the student to find the same date on the class calendar.
7. Review original SSSQ item.

Specific Student Activities:

Each day a student will tell the day of the week, the month, and the date.

Teacher will provide student with a worksheet that has a year-long calendar on it. Student will identify random dates on the calendar as requested by the teacher.

Students will be given 12 cards with the months of the year on each card. Upon request, student will place the month cards in their proper sequential order.

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ITEM 7-23

CALENDAR TIME - DATES

Objective: Student will learn and understand calendar time.

Materials: Calendars Worksheets with calendars Cards with dates on them

Suggested Performance Criteria: For 5 consecutive days, student will demonstrate an understanding of the calendar 5 out of 5 times.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through thirty-one.

1. Name each month in order while pointing to each month on the calendar.
2. Student will imitate and name each month as the teacher points to the month on the calendar.
3. Review item 7-20, days of the week, as seen on calendars, again pointing to each day on the calendar.
4. Count the number of days in each month.
5. Student will demonstrate an understanding of each part of the calendar as requested by the teacher, indicating the month, the day of the week, and the date correctly.
6. Cards with different dates will be given to the students. Ask the student to find the same date on the class calendar.
7. Review original SSSQ item.

Specific Student Activities:

Each day a student will tell the day of the week, the month, and the date.

Teacher will provide student with a worksheet that has a year-long calendar on it. Student will identify random dates on the calendar as requested by the teacher.

Students will be given 12 cards with the months of the year on each card. Upon request, student will place the month cards in their proper sequential order.

ITEM 7-24

CALENDAR TIME - DATES

Objective: Student will learn and understand calendar time.

Materials: Calendars Worksheets with calendars Cards with dates on them

Suggested Performance Criteria: For 5 consecutive days, student will demonstrate an understanding of the calendar 5 out of 5 times.

Teacher Strategies:

Note: Student will need counting skills and recognition of numbers from one through thirty-one.

1. Name each month in order while pointing to each month on the calendar.
2. Student will imitate and name each month as the teacher points to the month on the calendar.
3. Review item 7-20, days of the week, as seen on calendars, again pointing to each day on the calendar.
4. Count the number of days in each month.
5. Student will demonstrate an understanding of each part of the calendar as requested by the teacher, indicating the month, the day of the week, and the date correctly.
6. Cards with different dates will be given to the students. Ask the student to find the same date on the class calendar.
7. Review original SSSQ item.

Specific Student Activities:

Each day a student will tell the day of the week, the month, and the date.
Teacher will provide student with a worksheet that has a year-long calendar on it. Student will identify random dates on the calendar as requested by the teacher.
Students will be given 12 cards with the months of the year on each card. Upon request, student will place the month cards in their proper sequential order.

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8. Money

ITEM 8-1

IDENTIFICATION OF COINS - PENNY

Objective: Student will learn to recognize and to identify coins.

Materials:

5 pennies
5 nickels
5 dimes
5 quarters
5 half-dollars
2 one-dollar coins

Suggested Performance Criteria: Student will identify penny when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out a penny, nickel, dime and quarter on the table.
2. Name each coin and emphasize the unique characteristics (size, color and image).
3. Have the student manipulate and feel the size and relative weight of each coin.
4. Have student identify each coin by name.
5. Take a penny from the pile of coins on the table and ask the student to match that coin. Say, "this is a penny; find another penny in the pile and place it here."
6. Request student to sort out coins; for example, "give me all your pennies."
7. Have student match real penny to printed pictures of penny.
8. Review original SSSQ item.

Specific Student Activities:

Student will place coin (penny, nickel, dime, quarter) in gumball machine.
Use flash cards and have student identify and match coin on card with real coin.
Obtain plastic coin cylinders. Have student insert correct size coins in each size cylinder.

ITEM 8-2

IDENTIFICATION OF COINS - NICKEL

Objective:

Student will learn to recognize and to identify coins.

Materials:

5 pennies	5 dimes	5 half-dollars
5 nickels	5 quarters	2 one-dollar coins

Suggested Performance Criteria: Student will identify nickel when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out a penny, nickle, dime and quarter on the table.
2. Name each coin and emphasize the unique characteristics (size, color and image).
3. Have the student manipulate and feel the size and relative weight of each coin.
4. Have student identify each coin by name.
5. Take a nickel from the pile of coins on the table and ask the student to match that coin. Say, "this is a nickel; find another nickel in the pile and place it here."
6. Request student to sort out coins; for example, "give me all your nickels."
7. Have student match real nickel to printed pictures of nickel.
8. Review original SSSQ item.

Specific Student Activities:

Student will place coin (penny, nickel, dime, quarter) in gumball machine.
Use flash cards and have student identify and match coin on card with real coin.
Obtain plastic coin cylinders. Have student insert correct size coins in each size cylinder.

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ITEM 8-3

IDENTIFICATION OF COINS - DIME

Objective:

Student will learn to recognize and to identify coins.

Materials:

5 pennies	5 dimes	5 half-dollars
5 nickels	5 quarters	2 one-dollar coins

Suggested Performance Criteria: Student will identify dime when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out a penny, nickel, dime and quarter on the table.
2. Name each coin and emphasize the unique characteristics (size, color and image).
3. Have the student manipulate and feel the size and relative weight of each coin.
4. Have student identify each coin by name.
5. Take a dime from the pile of coins on the table and ask the student to match that coin. Say, "this is a dime; find another dime in the pile and place it here."
6. Request student to sort out coins; for example, "give me all your dimes."
7. Have student match real dimes to printed pictures of dimes.
8. Review original SSSQ item.

Specific Student Activities:

Student will place coin (penny, nickel, dime, quarter) in gumball machine.
Use flash cards and have student identify and match coin on card with real coin.
Obtain plastic coin cylinders. Have student insert correct size coins in each size cylinder.

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ITEM 8-4

IDENTIFICATION OF COINS - QUARTER

Objective: Student will learn to recognize and to identify coins.

Materials:

5 pennies
5 nickels
5 dimes
5 quarters
5 half-dollars
2 one-dollar coins

Suggested Performance Criteria: Student will identify quarter when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out a penny, nickel, dime and quarter on the table.
2. Name each coin and emphasize the unique characteristics (size, color and image).
3. Have the student manipulate and feel the size and relative weight of each coin.
4. Have student identify each coin by name.
5. Take a quarter from the pile of coins on the table and ask the student to match that coin. Say, "this is a quarter; find another quarter in the pile and place it here."
6. Request student to sort out coins; for example, "give me all your quarters."
7. Have student match real quarter to printed pictures of quarters.
8. Review original SSSQ item.

Specific Student Activities:

Student will place coin (penny, nickel, dime, quarter) in gumball machine.
Use flash cards and have student identify and match coin on card with real coin.
Obtain plastic coin cylinders. Have student insert correct size coins in each size cylinder.

ITEM 8-5

IDENTIFICATION OF COINS - HALF DOLLAR

Objective: Student will learn to racognize and to identify coins.

Materials:

5 pennies	5 dimes	5 half-dollars
5 nickels	5 quarters	2 one-dollar coins

Suggested Performance Criteria: Student will identify half-dollar when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out a penny, nickel, dime and quarter on the table.
2. Name each coin and emphasize the unique characteristics (size, color and image).
3. Have the student manipulate and feel the size and relative weight of each coin.
4. Have student identify each coin by name.
5. Take a half-dollar from the pile of coins on the table and ask the student to match that coin. Say, "this is a half dollar; find another half dollar in the pile and place it here."
6. Request student to sort out coins; for example. "give me all your half-dollars."
7. Have student match real half-dollars to printed pictures of half-dollars.
8. Review original SSSQ item.

Specific Student Activities:

Student will place coin (penny, nickel, dime, quarter) in gumball machine
Use flash cards and have student identify and match coin on card with real coin.
Obtain plastic coin cylinders. Have student insert correct size coins in each size cylinder.

ITEM 8-6 IDENTIFICATION OF CURRENCY - ONE-DOLLAR BILL

Objective: Student will learn to recognize and to identify currency.

Materials:

2 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
2 twenty-dollar bills

Suggested Performance Criteria: Student will identify one-dollar bill when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out one, two, five, ten and twenty-dollar bills on the table.
2. Name each bill and emphasize the unique characteristics (number in each corner and face of president).
3. Have student identify each bill by name.
4. Currency is placed in a pile on the table. Take a dollar bill from the pile and ask the student to match the bill. "This is a dollar; find the other dollar bill."
5. Request student to sort out currency. "Give me all the one-dollar bills."
6. Present each bill denomination. Student will match the same bill demonstrated on a printed worksheet with various bill denominations (i.e. one, five, ten).
7. Review original SSSQ item.

Specific Student Activities:

Set up mock store marked in even currency denominations or coin denominations. Student will purchase select item and pay correct amount.
Use flash cards and have student identify and match currency with real currency.
Tour a bank.

ITEM 8-7

IDENTIFICATION OF CURRENCY - FIVE-DOLLAR BILL

Objective: Student will learn to recognize and to identify currency.

Materials:

2 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
2 twenty-dollar bills

Suggested Performance Criteria: Student will identify five-dollar bill when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out one, two, five, ten and twenty-dollar bills on the table.
2. Name each bill and emphasize the unique characteristics (number in each corner and face of president).
3. Have student identify each bill by name.
4. Currency is placed in a pile on the table. Take a five-dollar bill from the pile and ask the student to match the bill. "This is a five-dollar bill; find the other five-dollar bill."
5. Request student to sort out currency. "Give me all the five-dollar bills."
6. Present each bill denomination. Student will match the same bill demonstrated on a printed worksheet with various bill denominations (i.e. one, five, ten).
7. Review original SSSQ item.

Specific Student Activities:

Set up mock store marked in even currency denominations or coin denominations. Student will purchase select item and pay correct amount.
Use flash cards and have student identify and match currency with real currency.
Tour a bank.

ITEM 8-8

IDENTIFICATION OF CURRENCY - TWENTY-DOLLAR BILL

Objective: Student will learn to recognize and to identify currency.

Materials:

2 one-dollar bills	2 five-dollar bills	2 twenty-dollar bills
2 two-dollar bills	2 ten-dollar bills	

Suggested Performance Criteria: Student will identify twenty-dollar bill when requested 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out one, two, five, ten and twenty-dollar bills on the table.
2. Name each bill and emphasize the unique characteristics (number in each corner and face of president).
3. Have student identify each bill by name.
4. Currency is placed in a pile on the table. Take a twenty-dollar bill from the pile and ask the student to match the bill. "This is a twenty-dollar bill; find the other twenty-dollar bill."
5. Request student to sort out currency. "Give me all the twenty-dollar bills."
6. Present each bill denomination. Student will match the same bill demonstrated on a printed worksheet with various bill denominations (i.e. one, five, ten).
7. Review original SSSQ item.

Specific Student Activities:

Set up mock store marked in even currency denominations or coin denominations. Student will purchase select item and pay correct amount.
Use flash cards and have student identify and match currency with real currency.
Tour a bank.

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ITEM 8-9

MONEY EQUIVALENCE - PENNIES, NICKEL

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels	5 quarters	2 five-dollar bills
100 pennies	5 one-dollar bills	2 ten-dollar bills
5 dimes	2 two-dollar bills	1 twenty-dollar bills

Suggested Performance Criteria: Student will identify five pennies as being equal to one nickel 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a nickel and explaining that it is also 5¢. Then count out 5 pennies emphasizing the equivalence between the nickel and the 5 pennies.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-10

MONEY EQUIVALENCE - NICKELS, DIME

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify two nickels as being equal to one dime 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a dime and explaining that it is also 10¢. Then count out 2 nickels emphasizing the equivalence between the dime and the 2 nickels.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-11

MONEY EQUIVALENCE - DOLLAR, QUARTERS

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify four quarters as being equal to one dollar bill 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a dollar and explaining that it is also the same as 4 quarters. Then count out 4 quarters emphasizing the equivalence between the dollar and the 4 quarters.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-12

MONEY EQUIVALENCE - QUARTER, DIMES, NICKEL

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify two dimes and one nickel as being equal to one quarter 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a quarter and explaining that it is also 25¢, the same as 2 dimes and one nickel. Then count out the 2 dimes and 1 nickel emphasizing the equivalency between the quarter and the other 3 coins.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-13

MONEY EQUIVALENCE - QUARTER, NICKEL

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels	5 quarters	2 five-dollar bills
100 pennies	5 one-dollar bills	2 ten-dollar bills
5 dimes	2 two-dollar bills	1 twenty-dollar bill

Suggested Performance Criteria: Student will identify the combination of one quarter and one nickel as being equal to thirty cents 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by explaining that 30¢ is the same as one quarter and one nickel. Then count out one quarter and one nickel emphasizing the equivalency between the two coins and the amount of 30¢.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

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ITEM 8-14

MONEY EQUIVALENCE - CURRENCY

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify the combination of 2 two-dollar bills and one-dollar bill as being equal to one five-dollar bill 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a five-dollar bill and explaining that it is the same as 2 two-dollar bills and a one-dollar bill. Then count out the 2 two-dollar bills and the single dollar bill emphasizing the equivalency of these bills to the five-dollar bill.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-15

MONEY EQUIVALENCE - CURRENCY

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify the combination of 2 five-dollar bills as being equal to one ten-dollar bill 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a ten-dollar bill and explaining that it is the same as 2 five-dollar bills. Then count out the 2 five-dollar bills emphasizing the equivalency between the ten-dollar bill and the 2 fives.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

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ITEM 8-16

MONEY EQUIVALENCE - CURRENCY

Objective: Student will learn the concepts and demonstrate an understanding of money combinations.

Materials:

5 nickels
100 pennies
5 dimes
5 quarters
5 one-dollar bills
2 two-dollar bills
2 five-dollar bills
2 ten-dollar bills
1 twenty-dollar bill

Suggested Performance Criteria: Student will identify the combination of 2 ten-dollar bills as being equal to one twenty-dollar bill 5 out of 5 times on 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Name each coin and bill.
3. Have student identify each coin and bill.
4. Demonstrate money equivalency by presenting a twenty-dollar bill and explaining that it is the same as 2 ten-dollar bills. Then count out the 2 ten-dollar bills emphasizing the equivalency between the 2 tens and the one twenty-dollar bill.
5. Take a coin or bill from the money on the table and ask the student to find the equivalency and match. For example, say, "this is a nickel (dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, or twenty-dollar bill). Find the coins or bills that are equal to this coin (or bill)."
6. Review original SSSQ item.

Specific Student Activities: Set up mock store items marked in even currency or coin denominations. Student will purchase item and pay the correct amount using different money combinations.

ITEM 8-17

TRANSACTIONS

Objective: Student will learn to recognize and to understand different money combinations of least and most amount.

Materials:

4 one-dollar bills
1 ten-dollar bill
2 two-dollar bills
1 twenty-dollar bill
Colored strips of paper (40)
Worksheets with printed money combinations

Suggested Performance Criteria: Student will identify and demonstrate an understanding of different money combinations when requested 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Lay out all the various bills on the table.
2. Have student identify each coin and bill with assistance as needed.
3. Demonstrate the denomination of each bill by counting out colored strips of paper and placing them beside a specified bill. For example, "here is a five-dollar bill, here are five colored strips of paper . . . 1,2,3,4, and 5."
4. Have student count out colored strips of paper and match to a specified bill.
5. Combine several bills (a ten and a five) and ask the student to match with the appropriate number of strips. A second group of bills will be combined (a two dollar and a one dollar) and matched with strips
6. Demonstrate and explain which group has the largest amount and which has the least amount using the colored strips.
7. Student will complete work sheets indicating largest or least amount with different groups of bill denominations using colored strips as an aid. These colored strips should be eliminated when the student demonstrates an understanding of the concept.
8. Review original SSSQ item.

Specific Student Activities:

Have student identify most amount and least amount when shown a variety of price signs or tags.

Take a tour of a grocery store and have the student identify prices and indicate least amount and most amount.

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ITEM 8-18

TRANSACTIONS

Objective: Student will learn to recognize and to understand different money combinations of least and most amount

Materials:

4 one-dollar bills	2 two-dollar bills	Colored strips of paper (40)
1 ten-dollar bill	1 twenty-dollar bill	Work sheets with printed money combinations

Suggested Performance Criteria: Student will identify and demonstrate an understanding of different money combinations when requested 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Lay out all the various bills on the table.
2. Have student identify each coin and bill with assistance as needed.
3. Demonstrate the denomination of each bill by counting out colored strips of paper and placing them beside a specified bill. For example, "here is a five-dollar bill, here are five colored strips of paper. . . 1,2,3,4, and 5."
4. Have student count out colored strips of paper and match to a specified bill.
5. Combine several bills (a ten and a five) and ask the student to match with the appropriate number of strips. A second group of bills will be combined (a two dollar and a one dollar) and matched with strips.
6. Demonstrate and explain which group has the largest amount and which has the least amount using the colored strips.
7. Student will complete work sheets indicating largest or least amount with different groups of bill denominations using colored strips as an aid. These colored strips should be eliminated when the student demonstrates an understanding of the concept.
8. Review original SSSQ item.

Specific Student Activities:

Have student identify most amount and least amount when shown a variety of price signs or tags.

Take a tour of a grocery store and have the student identify prices and indicate least amount and most amount.

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ITEM 8-19

TRANSACTIONS - COIN COMBINATIONS

Objective: Student will learn to recognize and to understand different money combinations with coins.

Materials:

2 nickels
40 pennies
4 dimes
1 quarter
1 half-dollar
1 one-dollar

Suggested Performance Criteria: Student will identify the combination of one quarter, one dime, and one nickel as being equal to forty cents 5 out of 5 times for 5 consecutive days.

Teacher Strategies:

1. Lay out all the money on the table.
2. Have student identify each coin and bill with assistance as needed.
3. Demonstrate money equivalency by explaining that 40¢ is the same as one quarter plus one dime plus one nickel; emphasize the equivalency between the three coins and the amount of 40¢.
4. Demonstrate money equivalency by explaining that 40¢ is the same as four dimes and is the same as forty pennies.
5. Have student count out 40¢ using different coin combinations.
6. Review original SSSQ item.

Specific Student Activity:

Set up a mock store with different items marked 40¢. Student will combine coins to 40¢ for the transaction.

Take a tour in the community and ride the bus. Student will combine the correct coins for the fare.

ITEM 8-20

TRANSACTIONS - MAKING CHANGE

Objective: Student will learn the concepts and demonstrate an understanding of making change.

Materials:

5 nickels	5 quarters	1 half-dollar
5 dimes	5 pennies	1 dollar

Suggested Performance Criteria: Student will identify and demonstrate an understanding of making change from one dollar when requested by the instructor 5 out of 5 times for 5 consecutive days.

Note: This objective depends on the completion of elementary math, including adding one, two and three-digit numbers; subtracting one, two, and three-digit numbers; decimals; and money signs.

Teacher Strategies:

1. Lay out all the various monies on the table.
2. Have student identify each coin and bill as a review.
3. Review equivalency of each coin.
4. Review subtraction, decimals, and money signs.
5. Have student practice subtraction using decimal and money signs on work sheets with assistance as needed.
6. Have student practice making change from a dollar in a mock store with one student playing the role of the storekeeper and a student playing the shopper. Each student will state the amount of the correct change. Reverse the roles.
7. Review original SSSQ item.

Specific Student Activity: Take students on a tour to the store and have them purchase small items for one dollar or less. Have the students state what the change will be. They can use paper and pencil to figure the amount.

ITEM 8-21

TRANSACTIONS - MAKING CHANGE

Objective: Student will learn the concepts and demonstrate an understanding of making change.

Materials:

- 5 nickels
- 5 dimes
- 5 quarters
- 5 pennies
- 1 half-dollar
- 1 dollar

Suggested Performance Criteria: Student will identify and demonstrate an understanding of making change from one half-dollar when requested by the instructor 5 out of 5 times for 5 consecutive days.

Note: This objective depends on the completion of elementary math, including adding one, two and three-digit numbers; subtracting one, two, and three-digit numbers; decimals; and money signs.

Teacher Strategies:

1. Lay out all the various monies on the table.
2. Have student identify each coin and bill as a review.
3. Review equivalency of each coin.
4. Review subtraction, decimals, and money signs.
5. Have student practice subtraction using decimal and money signs on work sheets with assistance as needed.
6. Have student practice making change from a dollar in a mock store with one student playing the role of the storekeeper and a student playing the shopper. Each student will state the amount of the correct change. Reverse the roles.
7. Review original SSSQ item.

Specific Student Activity: Take students on a tour to the store and have them purchase small items for one dollar or less. Have the students state what the change will be. They can use paper and pencil to figure the amount.

ITEM 8-22

TRANSACTIONS - ADDING AMOUNTS OF MONEY

Objective: Student will learn the concepts and demonstrate an understanding of totaling amounts of money.

Materials:

5 nickels	5 quarters	1 half-dollar
5 dimes	5 pennies	1 dollar

Suggested Performance Criteria: Student will identify and demonstrate an understanding of adding different amounts of money when requested by the instructor 5 out of 5 times for 5 consecutive days.

Note: This objective depends on the completion of elementary math, including adding one, two and three-digit numbers; subtracting one, two, and three-digit numbers; decimals; and money signs.

Teacher Strategies:

1. Lay out all the various monies on the table.
2. Have student identify each coin and bill as a review.
3. Review equivalency of each coin and bill.
4. Review addition, decimals and money signs.
5. Have student practice subtraction using decimal and money signs on work sheets with assistance as needed.
6. Set up a mock store with items marked at different prices. Have student purchase several items stating the total amount of their purchase. (Combine with Items 8-20 and 8-21).
7. Show student several different sales slips from the grocery store and clothing store. Have student identify the total amount of the purchase.
8. Review original SSSQ item.

Specific Student Activity: Take students on a tour to the store and have them purchase small items costing two dollars or less. Have the students state what the total of their purchase will be. They can use paper and pencil to figure the amount. Combine this activity with Items 8-20 and 8-21.

ITEM 8-23

TRANSACTIONS - ADDING AMOUNTS OF MONEY

Objective: Student will learn the concepts and demonstrate an understanding of totaling amounts of money.

Materials:

5 nickels	5 quarters	1 half-dollar
5 dimes	5 pennies	1 dollar

Suggested Performance Criteria: Student will identify and demonstrate an understanding of adding different amounts of money when requested by the instructor 5 out of 5 times for 5 consecutive days.

Note: This objective depends on the completion of elementary math, including adding one, two and three-digit numbers; subtracting one, two, and three-digit numbers; decimals; and money signs.

Teacher Strategies:

1. Lay out all the various monies on the table.
2. Have student identify each coin and bill as a review.
3. Review equivalency of each coin and bill.
4. Review addition, decimals and money signs.
5. Have student practice subtraction using decimal and money signs on work sheets with assistance as needed.
6. Set up a mock store with items marked at different prices. Have student purchase several items stating the total amount of their purchase. (Combine with Items 8-20 and 8-21).
7. Show student several different sales slips from the grocery store and clothing store. Have student identify the total amount of the purchase.
8. Review original SSSQ item.

Specific Student Activity: Take students on a tour to the store and have them purchase small items costing two dollars or less. Have the students state what the total of their purchase will be. They can use paper and pencil to figure the amount. Combine this activity with Items 8-20 and 8-21.

ITEM 8-24

TRANSACTIONS - ADDING AMOUNTS OF MONEY

Objective: Student will learn the concepts and demonstrate an understanding of totaling amounts of money.

Materials:

5 nickels	5 quarters	1 half-dollar
5 dimes	5 pennies	1 dollar

Suggested Performance Criteria: Student will identify and demonstrate an understanding of adding different amounts of money when requested by the instructor 5 out of 5 times for 5 consecutive days.

Note: This objective depends on the completion of elementary math, including adding one, two and three-digit numbers; subtracting one, two, and three-digit numbers; decimals; and money signs.

Teacher Strategies:

1. Lay out all the various monies on the table.
2. Have student identify each coin and bill as a review.
3. Review equivalency of each coin and bill.
4. Review addition, decimals and money signs.
5. Have student practice subtraction using decimal and money signs on work sheets with assistance as needed.
6. Set up a mock store with items marked at different prices. Have student purchase several items stating the total amount of their purchase. (Combine with Items 8-20 and 8-21).
7. Show student several different sales slips from the grocery store and clothing store. Have student identify the total amount of the purchase.
8. Review original SSSQ item.

Specific Student Activity: Take students on a tour to the store and have them purchase small items costing two dollars or less. Have the students state what the total of their purchase will be. They can use paper and pencil to figure the amount. Combine this activity with Items 8-20 and 8-21.

9. Measurements

ITEM 9-1

HOT AND COLD

Objective: Student will understand the concept of hot versus cold and understand temperature variations.

Materials:

Thermometer	Water
Heating unit (such as stove)	Two pans
Ice	Pencil and paper

Suggested Performance Criteria: For a period of two consecutive weeks, student will correctly identify hot versus cold temperature variations on a thermometer 100% of the time whenever asked by the teacher.

Teacher Strategies:

1. Fill up the two pans with water.
2. Heat the water in one pan by using a heating unit.
3. Cool the water in the other pan with the ice.
4. Review the procedure for reading temperature on a thermometer, similar to item 5-12.
5. Have the student place the end of the thermometer in the cold water, then the hot water.
6. After the thermometer has been in each pan of water for sufficient time, have the student read the water temperature and record it on paper. Make sure the student remembers which temperature recording was for which pan of water.
7. Then have the student place his hand in the cold pan of water and note the temperature he recorded. Then, ensuring that the water is not so hot it will burn, have the student place his hand in the hot water and note the temperature.
8. Review original SSSQ item.

Specific Student Activity: Have student check temperature variations in the room when it is hot or cold inside.

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ITEM 9-2

HOT AND COLD

Objective: Student will understand the concept of hot versus cold and understand temperature variations.

Materials:

Thermometer
Heating unit (such as stove)
Ice
Water
Two pans
Pencil and paper

Suggested Performance Criteria: For a period of two consecutive weeks, student will correctly identify hot versus cold temperature variations on a thermometer 100% of the time whenever asked by the teacher.

Teacher Strategies:

1. Fill up the two pans with water.
2. Heat the water in one pan by using a heating unit.
3. Cool the water in the other pan with the ice.
4. Review the procedure for reading temperature on a thermometer, similar to item 5-12.
5. Have the student place the end of the thermometer in the cold water, then the hot water.
6. After the thermometer has been in each pan of water for sufficient time, have the student read the water temperature and record it on paper. Make sure the student remembers which temperature recording was for which pan of water.
7. Then have the student place his hand in the cold pan of water and note the temperature he recorded. Then, ensuring that the water is not so hot it will burn, have the student place his hand in the hot water and note the temperature
8. Review original SSSQ item.

Specific Student Activity: Have student check temperature variations in the room when it is hot or cold inside.

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ITEM 9-3

SEASONAL CLOTHING

Objective: Student will understand the concept of how various types of clothing are appropriate as weather temperature changes.

Materials:

A walk-in freezer if available
Jacket
Heavy coat

Suggested Performance Criteria: When asked by the teacher, student will correctly indicate which clothing is most appropriate for very cold weather 100% of the time for two consecutive weeks or student will come to class/work appropriately dressed for very cold weather when the weather is cold without assistance from anyone in selecting type of clothing to be worn for one full week as the weather dictates.

Teacher Strategies:

1. When the weather is very cold, go outside with the student, or if there is a walk-in freezer available, take the student into the freezer.
2. Take the jacket, sweater, and heavy coat.
3. While in the cold, have the student put on first the jacket, then the sweater, then the coat.
4. Have student indicate which article of clothing felt best or kept him the most warm. (This activity can be done on a warmer day if the student understands that the warmest article of clothing is best for the coldest weather.)
5. Review original SSSQ item.

Specific Student Activity: Prior to leaving the classroom to go outside, have the student review the class to see if all of the students have on warm enough clothing to feel comfortable outside.

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ITEM 9-4

ROOM TEMPERATURE

Objective: Student will understand environmental temperature variations and comfortable room temperatures.

Materials: Room Thermostat Thermometer

Suggested Performance Criteria: Student will identify or set thermostat at a comfortable setting whenever asked by the teacher 100% of the time for two consecutive weeks.

Teacher Strategies:

1. With the student, review or show the student how to use a room thermostat. Explain how the room temperature will change in accordance with the thermostat setting.
2. Have the student set the room thermostat at different intervals during the day at the temperature levels indicated by the pictures presented on item 9-4.
3. After the room temperature has changed to each thermostat setting, have the student tell whether he feels comfortable or not and have him record the temperature of the room plus his feelings about the room's comfort.
4. After this is done on all four settings, review the student's responses on the four temperature settings and have him pick out the one that was most comfortable.
5. Have the student check the thermostat to see if it's set on a comfortable setting.
6. Review original SSSQ item.

Specific Student Activity: If the room seems too hot or too cold, have the student check the thermostat setting to adjust as needed to maintain a comfortable environmental temperature.

ITEM 9-5

FOOD STORAGE

Objective: The student will understand the concept of the effects of temperature on perishable food items such as meats.

Materials:

Four packages of meat
Access to a refrigerator
Thermometer
Pencil and paper

Suggested Performance Criteria: Student will correctly identify the proper place to store meats as well as appropriate temperature settings 100% of the time for two consecutive weeks whenever asked by the teacher.

Teacher Strategies:

1. Using the thermometer, have the student determine the temperature levels outside, in the room, in a refrigerator food compartment, and the refrigerator freezer section, then record the temperatures of each place on paper.
2. Place one package of meat in each place where the temperature is recorded and leave it throughout the day. The package to be placed outside should preferably be placed there on a warm day, and precautions should be taken to ensure the meat outside will not be disturbed.
3. At the end of the day, or when the meat in the room is no longer pleasant, bring together all of the meat packages from their locations.
4. Have the student smell each of the packages and designate those that do not smell rancid.
5. Have the student identify where the rancid packages were placed and where the good packages were placed as well as noting the temperature of each location.
6. Explain to the student how lower temperatures keep meat and vegetables fresh, but freezing temperatures hurt vegetables and can hurt meats over long time periods.
7. Review original SSSQ item.

Specific Student Activity: Have student check temperature settings of the refrigerator at home to ensure that it is properly set to store meats and vegetables.

ITEM 9-6

TEMPERATURE AT WHICH WATER FREEZES

Objective: Student will understand the concept of temperature effects on water freezing.

Materials:

Heating unit, such as stove	Shallow pans
Refrigerator with freezer compartment	Cooking thermometer
Water	Pencil and paper

Suggested Performance Criteria: Student will be able to indicate the temperature at which water freezes 100% of the time when asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Have the student put water into the shallow pan, measure the temperature of the water, and record it on the pad.
2. Place the water on the heating unit and heat it to 100° to have student see if it freezes. Have student record what the water does, if anything.
3. Then take the pan of water and put it in the refrigerator with the temperature set at about 40°.
4. Take another pan and put water in it and put it in the freezer with the temperature set around 0°.
5. After a substantial time period, check the water in the pans and record that the water has frozen in the freezer.
6. With the student, deduce that the freezing point of water must be between 40° and 0°.
7. Have the student lower the temperature of the refrigerator at intervals of about 40° until the water in the pan freezes.
8. When the water freezes, have the student look back at the original SSSQ options on item 9-6 to see if the refrigerator temperature is close to any of the item options.
9. Have him select the one temperature closes to the refrigerator temperature when the water begins to freeze.
10. Explain freezing points to the student using this experience for an example.
11. Review the original SSSQ item.

Specific Student Activity: Have the student check the temperature settings of the refrigerator periodically to ensure that the refrigerator part is high enough to avoid freezing foods, but low enough to refrigerate and that the freezer compartment temperature is low enough to adequately freeze its contents.

ITEM 9-7

BODY TEMPERATURE

Objective: Student will learn use of a thermometer to measure body temperature and ascertain appropriate body temperature levels.

Materials: Thermometer

Suggested Performance Criteria: Student will demonstrate appropriate use of the thermometer and will recognize and relate proper body temperature to the teacher when requested 100% of the time for two consecutive weeks.

Teacher Strategies:

CAUTION: Avoid use of glass thermometer if student bites down or if he does not have the ability to read it (see item 5-12).

1. Review the procedures for item 5-12 to show proper body temperature.
2. Assuming that the student is not running a fever, have the student take his own temperature and read it. (Use of a digital probe thermometer or forehead temperature strips may be necessary, as indicated in item 5-12.)
3. Have the student look on the four items to see which thermometer reading corresponds to his own temperature.
4. Review original SSSQ item.

NOTE: If a forehead temperature strip is used, have the student recognize and relate the color that signifies normal body temperature.

Specific Student Activity: Have student take and record the temperatures of his classmates.

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ITEM 9-8

MEASURING ONE-HALF CUP

Objective: Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.

Materials:

Two wooden blocks that, when stacked, measure four inches in height	Water
One four-inch-high block with dimensions similar to other blocks	Three measuring cups

Suggested Performance Criteria: For a period of two consecutive weeks, student will demonstrate knowledge of half-unit levels with 100% accuracy when asked by the teacher.

Teacher Strategies:

1. Provide single four-inch block to student, explaining that this block can be divided into several equal units.
2. Place the two-inch blocks side-by-side and have student place one on top of the other.
3. Compare the height of the four-inch block with the height of the stacked two-inch blocks and point out to the student that they are the same.
4. Point out to the student that each two-inch block is one of two parts that equal one whole four-inch block, or each is one-half the size of the four-inch block.
5. Fill two measuring cups half full of water.
6. Ask student if he knows what will happen, based on his experiences with the blocks, if the two one-half cups of water are both poured into the third measuring cup.
7. Whether or not he gives a correct response, have the student pour the two one-half cups of water into the third measuring cup.
8. Point out to the student that the two one-half cups equal one full cup of water, just as the two two-inch blocks equaled one four-inch block, and that one unit is designated one-half.
9. Review original SSSQ item.

Specific Student Activities:

Have student make a bulletin board showing various measurement units, such as one-half.

Have student go through a cookbook to find recipes that require one-half cup of any ingredient.

ITEM 9-9

MEASURING ONE-FOURTH CUP

Objective: Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.

Materials:

Two wooden blocks that, when stacked vertically, measure four inches in height
One four-inch-high block with dimensions similar to other blocks
Water
Five measuring cups

Suggested Performance Criteria: Student will demonstrate knowledge of quarter-unit levels with 100% accuracy when asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Provide single four-inch block to student, explaining that this block can be divided into several equal units.
2. Place the one-inch blocks side-by-side and have student stack them one on top of the other.
3. Compare the height of the four-inch block with the height of the stacked one-inch blocks and point out to the student that they are the same.
4. Point out to the student that each one-inch block is one of four parts that equal one whole four-inch block, or each is one-fourth the size of the four-inch block.
5. Fill four measuring cups one-fourth cup full of water.
6. Ask student if he knows what will happen, based on his experiences with the blocks, if the four one-fourth cups of water are all poured into the fifth measuring cup.
7. Whether or not he gives a correct response, have the student pour the four one-fourth cups of water into the fifth measuring cup.
8. Point out to the student that the four one-fourth cups equal one full cup of water, just as the four one-inch blocks equaled one four-inch block, and that each unit is designated one-fourth.
9. Review original SSSQ item.

Specific Student Activities:

Have student make a bulletin board showing various measurement units, such as one-fourth.

Have student go through a cookbook to find recipes that require one-fourth cup of any ingredient.

ITEM 9-10

MEASURING THREE-FOURTHS CUP

Objective: Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.

Materials.

Four wooden blocks that, when stacked vertically, measure four inches in height
One four-inch-high block with dimensions similar to other blocks
Water
Five measuring cups

Suggested Performance Criteria: Student will demonstrate knowledge of quarter-unit levels with 100% accuracy when asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Provide single four-inch block to student, explaining that this block can be divided into several equal units.
2. Place the one-inch blocks side-by-side and have student stack them one on top of the other.
3. Compare the height of the four-inch block with the height of the stacked one-inch blocks and point out to the student that they are the same.
4. Point out to the student that each one-inch block is one of four parts that equal one whole four-inch block, or each is one-fourth the size of the four-inch block. Have student count aloud the number of quarter units needed to equal the four-inch block.
5. Fill measuring cups one-fourth cup full of water.
6. Ask student if he knows what will happen, based on his experiences with the blocks, if the four one-fourth cups of water are both poured into the fifth measuring cup.
7. Whether or not he gives a correct response, have the student pour the four quarter cups of water into the fifth measuring cup, counting aloud each quarter cup as he pours it, i.e., "one quarter," "two quarters," etc.
8. Point out to the student that the four quarter cups equal one full cup of water, just as the four one-inch blocks equaled one four-inch block, and that each unit is designated one-fourth.
9. Review original SSSQ item.

Specific Student Activities:

Have student make a bulletin board showing various measurement units, such as three-fourths.

Have student go through a cookbook to find recipes that require three-fourths cup of any ingredient.

ITEM 9-11

MEASURING ONE CUP

Objective: Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.

Materials: Four measuring cups Water

Suggested Performance Criteria: Upon request by the teacher, the student will be able to select and/or fill up a measuring cup with water to exactly one cup with 100% accuracy for two consecutive weeks.

Teacher Strategies:

1. Using the pictures provided for item 9-11. fill up the measuring cups to correspond to the pictures.
2. Set all four cups, filled at the various levels, in front of the student.
3. Have the student see if he can pick out the two cups that are obviously less than one cup full. (Teacher may have to show student the one cup mark.)
4. Assist the student as needed, and remove those two cups.
5. Looking at the two remaining cups, inform the student that exact measurements are taken when the liquid just reaches the bottom of the designated line.
6. With this information, ask student if he can select which one of the two remaining measuring cups is holding one exact cup of water.
7. Assist the student if necessary, then look at the selections for item 9-11 again and review original SSSQ item.

Specific Student Activities: Have student make a bulletin board showing various measurement units, such as one cup, with explanation about how to measure exact units.
Have student go through cookbooks to find recipes that require one cup of any ingredient.

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ITEM 9-12

MEASURING TWO-THIRDS CUP

Objective:	Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.
Materials:	Three wooden blocks that, when stacked vertically, measure four inches in height One four-inch-high block with dimensions similar to other blocks Water Four measuring cups

Suggested Performance Criteria: For a period of two consecutive weeks, student will demonstrate knowledge of third-unit levels with 100% accuracy when asked by the teacher.

Teacher Strategies:

1. Provide single four-inch block to student, explaining that this block can be divided into several equal units.
2. Place the one and one-third inch blocks side-by-side and have student place one on top of the other.
3. Compare the height of the four-inch block with the height of the stacked blocks and point out to the student that they are the same.
4. Point out to the student that each block is one of three parts that equal one whole four-inch block, or each is one-third the size of the four-inch block. Have student count aloud the number of one-third units needed to equal the four-inch block.
5. Fill three measuring cups one-third cup full of water.
6. Ask student if he knows what will happen, based on his experiences with the blocks, if the three one-third cups of water are poured into the fourth measuring cup.
7. Whether or not he gives a correct response, have the student pour the three one-third cups of water into the fourth measuring cup, counting aloud each third cup as he pours it, i.e., "one-third," "two-thirds," etc.
8. Point out to the student that the three one-third cups equal one full cup of water, just as the three one and one-third inch blocks equaled one four-inch block, and that one unit is designated one-third.
9. Review original SSSQ item.

Specific Student Activities:	Have student make a bulletin board showing various measurement units, such as two-thirds. Have student go through a cookbook to find recipes that require two-thirds cup of any ingredient.

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ITEM 9-13

MEASURING ONE-THIRD CUP

Objective: Student will learn and understand measurement concepts, with a specific emphasis on liquid measurements.

Materials:

Three wooden blocks that, when stacked vertically, measure four inches in height
One four-inch-high block with dimensions similar to other blocks
Water
Four measuring cups

Suggested Performance Criteria: For a period of two consecutive weeks, student will demonstrate knowledge of third-unit levels with 100% accuracy when asked by the teacher.

Teacher Strategies:

1. Provide single four-inch block to student, explaining that this block can be divided into several equal units.
2. Place the one and one-third inch blocks side-by-side and have student place one on top of the other.
3. Compare the height of the four-inch block with the height of the stacked blocks and point out to the student that they are the same.
4. Point out to the student that each block is one of three parts that equal one whole four-inch block, or each is one-third of the size of the four-inch block.
5. Fill three measuring cups each one-third full of water.
6. Ask student if he knows what will happen, based on his experiences with the blocks, if the three one-third cups of water are poured into the fourth measuring cup.
7. Whether or not he gives a correct response, have the student pour the three one-third cups of water into the fourth measuring cup.
8. Point out to the student that the three one-third full cups equal one full cup of water, just as the three one and one-third inch blocks equaled one four-inch block, and that one unit is designated one-third.
9. Review original SSSQ item.

Specific Student Activities:

Have student make a bulletin board showing various measurement units, such as one-third.

Have student go through a cookbook to find recipes that require one-third cup of any ingredient.

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ITEM 9-14

ADDING ONE-HALF CUP AND ONE-FOURTH CUP

Objective: Student will learn and understand manipulation of amounts of liquid measurements.

Materials: Water   Three measuring cups

Suggested Performance Criteria: Student will express, with 100% accuracy, an understanding of adding one-half cup and one-fourth cups of water to total three-fourths of a cup whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Remind student about how to identify exact measurements of liquid and have him fill one cup to the one-half cup mark and the other cup to the one-fourth cup mark.
2. Remind the student that the question asks how much water there would be if he added one-half and one-fourth cups of water together.
3. Tell the student he will do the problem himself and have him pour the water from the one-half and one-fourth filled cups into the third empty measuring cup.
4. Have the student look to see how much water is now in the cup filled with the water and make a note of it.
5. Have the student look back at the choices for item 9-14 to see of he can identify the one in the picture that equals the water that is at the three-fourths cup mark now.
6. Have the student identify the three-fourth-filled measuring cup in the picture.
7. Review original SSSQ item.

Specific Student Activity: Have student make a bulletin board showing additions of various amounts of liquids, and how much they would total.

ITEM 9-15

MEASURING ONE CUP OF SUGAR

Objective: Student will learn and understand manipulation of amounts of substances utilizing measuring devices.

Materials: Bag of sugar Two measuring cups

Suggested Performance Criteria: For a period of two consecutive weeks student will correctly answer with 100% accuracy the solution to removing one-half cup from one cup of sugar when asked by the teacher.

Teacher Strategies:

1. Have the student take the bag of sugar and fill up one of the measuring cups until it holds exactly one cup of sugar.
2. Remind the student that the item asks about how much sugar would be left if one-half cup were poured out from one cup.
3. Tell the student that he will do the problem himself, and using the second measuring cup, have student pour exactly one-half cup of sugar into the second cup from the first full cup of sugar.
4. Have the student pour out exactly one-half cup of sugar into the second measuring cup, then have him look to see how much is left in the cup from which he poured the sugar.
5. Have the student review the choices of the pictures of item 9-15 to see if he can identify the picture that shows the same amount of substance in the cup as remains in the measuring cup from which he poured the sugar.
6. Have the student identify the three-fourth-filled measuring cup in the picture.
7. Review original SSSQ item.

Specific Student Activity: Have the student make a bulletin board showing subtractions of various amounts of substances and how much the remainders would be.

ITEM 9-16

ADDING ONE-THIRD CUP

Objective: Student will learn and understand the concept of following written instructions to manipulate specified measured amounts of substances.

Materials: Water Measuring cup

Suggested Performance Criteria: Student will follow written instructions to demonstrate, with 100% accuracy, his ability to add one-third cup of water to ingredients whenever requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

NOTE: Make sure the student is able to read the instructions first. If he cannot read them by himself, tell him what the sign says.

1. When the student understands the instructions on the sign, have him look at the markings on the measuring cup and point out the mark that denotes one-third of a cup.
2. Then ask him about what he will need to do to comply with the sign's instructions.
3. Whether or not he answers correctly, remind him that he will have to fill the measuring cup with water to the one-third cup mark.
4. Have the student fill the measuring cup to one-third cup mark exactly.
5. Then have the student look at the picture options on item 9-16 and see which picture shows the same amount of liquid as he has in his own cup.
6. Have him point out (provide assistance as needed) the one-third-full cup.
7. Review the original question about which picture shows the amount of water to add to comply with the sign.
8. Be sure he understands that the instructions say to add that amount to other ingredients in the recipe.
9. Review original SSSQ item.

Specific Student Activities: Have student show various amounts of measurements on the bulletin board.

Have student review cookbooks and note various amount of ingredients to add to several recipes.

ITEM 9-17

DETERMINING EQUAL LENGTHS

Objective: Student will learn and understand the meaning and measurement of units of length.

Materials:

Four bolts of various lengths	Paper
Ruler	Pencil or pen

Suggested Performance Criteria: Student will demonstrate with 100% accuracy the ability to determine same length objects whenever asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the four bolts in front of the student.
2. Using the ruler (either a real one or the laminated one provided), demonstrate to the student how to measure the length of one of the bolts with the ruler.
3. Explain to the student how to read the measurement units of the ruler, then show him how to record it on paper (i.e., two inches). *For further assistance with this, see Addendum A at end of this item.
4. With assistance as needed, have the student measure the four bolts and record their lengths on paper.
5. Have the student measure the bolts in the pictures of item 9-17 and record their lengths. Assistance may need to be provided for partial-inch lengths.
6. Then have him measure and record the designated comparison bolt and record its length.
7. Review the original question and have the student select the picture of the bolt that is the same as the designated comparison bolt picture.

Specific Student Activities: Have the student measure and record the lengths of various objects around the room.
Have the student measure available spaces, such as along a wall, and find objects that would and would not fit in the available space.

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ADDENDUM A

Addendum: Teaching length measurements (use as much of this as needed)

1. Have the student take a piece of paper, and using a ruler, point out the inch marks to the student.
2. Have the student make black ink marks on the paper corresponding to the ruler's inch marks.
3. Explain to the student that a foot-long ruler has twelve equal-sized inches.
4. Then point out the half-inch marks to the student and have him mark them with blue ink on the paper. (Be sure that blue and black marks are both on the one-inch marks.)
5. Remind the student that halves of anything means that it is divided into two equal parts.
6. Then point out the quarter-inch marks to the student and have him mark them with red ink on the paper. (Be sure that red and blue marks are on the half-inch marks and that red, blue, and black marks are on the one-inch marks.)
7. Remind the student that quarter units of anything means that it is divided into four equal parts.
8. Have the student then take the paper and cut some inch-long pieces, some one-half inch long pieces, and some one-fourh inch long pieces.
9. Have the student select the number of one-half inch long pieces to make one inch and the number of one-fourth-inch long pieces to make one inch, and separate them from each other (i.e., one-fourth-inch pieces in one pile and one-half-inch pieces in another pile).
10. Have the student place the inch-long pieces above the two half-inch long pieces which are places above the four one-fourth-inch pieces.
11. Point out to the student that the combinations show how they end up the same length (one inch) and the certain numbers of fractioned length units make up a whole. Explain that this is consistent for thirds, fifths, eighths, or any denomination.
12. Test the student's understanding by asking general questions about how many quarters make a whole, how many thirds make a whole, etc.

ITEM 9-18

DETERMINING THE LONGEST OBJECT

Objective: Student will learn and understand the meaning and measurement of units of length.

Materials:

Four bolts the same lengths as those in the item picture
A 3¾ inch long block of wood (same length as the picture of the block on this item) with hole drilled lengthwise
Ruler
Paper and pencil

Suggested Performance Criteria: Using a ruler to measure, the student will be able to identify with 100% accuracy which items are longer than other items when asked by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the block of wood and the bolts in front of the student.
2. Have the student measure each bolt and the block of wood (provide assistance as needed) and record those measurements on paper. (If assistance with teaching measurement units is needed, see Addendum to item 9-17.)
3. Then have the student, after noting the length of each bolt, try to push each bolt through the block of wood via the hole drilled in it.
4. When all four bolts have been tried, ask the student why one bolt was able to go all the way through and the others were not.
5. Have the student note the length of the bolts and the block, noting that only the one bolt was longer than the block.
6. Then have student go back and measure the lengths of the bolts and the block on item 9-18, again recording them on paper.
7. Review the original question and have the student select the bolt that will pass through the block.

Specific Student Activities:

Have student measure and record the lengths of various objects around the room.
Have student measure spaces in the room and select objects that would fit in the space, based on measurements he has taken.

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ITEM 9-19

MEASURING LENGTHS

Objective:	Student will learn and understand the meaning and measurement of units of length.
Materials:	Ruler Paper and pencil

Suggested Performance Criteria: Student will be able to measure lengths of objects with 100% accuracy when requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the ruler in front of the student and remind him that he is trying to find something that is a particular length, in this case, three inches long.
2. Ask him to make sure that he remembers measurements (such as inches), providing instruction as needed. (If assistance with teaching measurement units is needed, see Addendum to item 9-17.)
3. Have the student measure the four pictures of the bolts on item 9-19 (only the threaded parts) and record those measurements on the paper.
4. Review the original question and have the student select the bolt that is exactly three inches long.

Specific Student Activities:	Have the student measure and record the lengths of various objects around the room. Have student measure spaces in the room and select objects that could fit in the space, based on measurements he has taken.

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ITEM 9-20

MEASURING TWO INCHES

Objective:	Student will learn and understand the meaning and measurement of units of length.
Materials:	Ruler Paper and pencil

Suggested Performance Criteria: Student will be able to measure lengths of objects with 100% accuracy when requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Have the student read the sign to see how long the bolt is on item 9-20. Make sure the student can read the sign. If he cannot, read it to him.
2. Place the ruler in front of the student and remind him that he is trying to find something that is a particular length, in this case, two inches long.
3. Ask him to make sure that he remembers measurement units (such as inches), providing instructions as needed. (If assistance with teaching measurement units is needed, see Addendum to item 9-17.)
4. Have the student measure the four pictures of the bolts on item 9-20 (only the threaded parts) and record those measurements on the paper.
5. Then review the original question and have the student select the bolt that is exactly two inches long.

Specific Student Activities:

Have the student measure and record the lengths of various objects around the room.
Have student measure spaces in the room and select objects that could fit in the space, based on measurements he has taken.

ITEM 9-21

MEASURING ONE-HALF INCH

Objective: Student will learn and understand the meaning and measurement of units of length.

Materials: Ruler Paper and pencil

Suggested Performance Criteria: Student will be able to measure lengths of objects with 100% accuracy when requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the ruler in front of the student and remind him that he is trying to find something that is a particular length, in this case, one-half inch long.
2. Ask him to make sure that he remembers measurement units (such as inches), providing instruction as needed. (If assistance with teaching measurement units is needed, see Addendum A to item 9-17.)
3. Have the student measure the four pictures of the bolts on item 9-21 (only the threaded parts) and record those measurements on the paper.
4. Then review the original question and have the student select the bolt that is exactly one-half inch long.

Specific Student Activities: Have the student measure and record the lengths of various objects around the room.
Have student measure spaces in the room and select objects that could fit in the space, based on the measurements he has taken.

ITEM 9-22

MEASURING THREE-FOURTHS INCH

Objective: Student will learn and understand the meaning and measurement of units of length.

Materials: Ruler Paper and pencil

Suggested Performance Criteria: Student will be able to measure lengths of objects with 100% accuracy when requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the ruler in front of the student and remind him that he is trying to find something that is a particular length, in this case, three-fourths of an inch long.
2. Ask him to make sure that he remembers measurement units (such as inches), providing instruction as needed. (If assistance with teaching measurement units is needed, see Addendum A to item 9-17.)
3. Have the student measure the four pictures of the bolts on item 9-22 (only the threaded parts) and record those measurements on the paper.
4. Then review the original question and have the student select the bolt that is exactly three-fourths of an inch long.

Specific Student Activities: Have the student measure and record the lengths of various objects around the room.
Have student measure spaces in the room and select objects that could fit in the space, based on the measurements he has taken.

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ITEM 9-23

MEASURING ONE-FOURTH INCH

Objective:	Student will learn and understand the meaning and measurement of units of length.
Materials:	Ruler Paper and pencil

Suggested Performance Criteria: Student will be able to measure lengths of objects with 100% accuracy when requested by the teacher for a period of two consecutive weeks.

Teacher Strategies:

1. Place the ruler in front of the student and remind him that he is trying to find something that is a particular length, in this case, one-fourth of an inch long.
2. Ask him to make sure that he remembers measurement units (such as inches), providing instruction as needed. (If assistance with teaching measurement units is needed, see Addendum A to item 9-17.)
3. Have the student measure the four pictures of the bolts on item 9-23 (only the threaded parts) and record those measurements on the paper.
4. Then review the original question and have the student select the bolt that is exactly one-fourth of an inch long.

Specific Student Activities:	Have the student measure and record the lengths of various objects around the room. Have student measure spaces in the room and select objects that could fit in the space, based on the measurements he has taken.

ITEM 9-24

UNDERSTANDING THE INCH AND FEET SYMBOLS

Objective: Student will understand that certain symbols have specific meanings to designate various units of length measurement.

Materials: Pictures from item 9-24 on SSSQ

Suggested Performance Criteria: Upon request from the teacher, the student will identify or write the sign designating inches with 100% accuracy anytime within a period of two consecutive weeks.

Teacher Strategies:

1. Sit down and talk to the student and explain to him that just as there are symbols telling us what to do (like a red stop light), there are symbols that denote units of measurement.
2. Tell the student that the common sign designating inches is the one in box D of item 9-24.
3. Also tell him that the sign in box A of 9-24 designates feet.
4. To make sure he understands the signs, give him some examples to respond to, such as have him tell the length of 2'8" or 7'11".
5. To verify his knowledge, review the original question which asks which symbol means inches.

Specific Student Activity: Have student measure various objects and have him record the measurements using the signs he has learned.